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ABSTRACT

This project was undertaken to gather data on the experiences and success of Latino students at Long Beach City College (LBCC), in California. Reviews were conducted of demographic trends and the educational status of Latinos nationally and at LBCC to determine barriers to success and strategies for improving educational equality and success. Surveys were then administered to 152 Latino students at the college, requesting information on demographics, educational goals, and levels of support and participation in school activities. Study results included the following: (1) internal institutional factors contributing to student success both nationally and at LBCC were counseling, financial aid, computer and independent study labs, special workshops and presentations for students, and study groups, while external factors included support from family and friends, financial support, and having focused educational goals; (2) as for respondents to the student survey, 69.1% were female, 21% were between 18 and 19 years old, and 36.2% were Mexican-American; (3) only 18.4% of the students indicated that they had not declared a major; (4) 48.7% were not receiving any financial aid; (5) 35% indicated that they participated in extracurricular activities; and (6) 88.2% indicated that they had someone in their family who supported their educational endeavor. Appendixes provide an executive summary, the survey instrument, a summary of results, and student comments. Contains 67 references. (TGI)

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ED 389 351

An Analysis of Success Indicators for Latino Students at Long Beach City College (Fall 1994)

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ABSTRACT

This project provides information regarding retention research that has been conducted on students in higher education. The study cites various recommendations that have been made to improve student retention and success. Several components of student success are discussed and various programs are highlighted. Information regarding student retention and success at Long Beach City College is provided and the conclusions drawn by a variety of committees are discussed. Finally, a technical report is presented which analyzes the needs of Latino students at LBCC. Many of the needs that LBCC students have are discussed and specific programs that seem to be effective are highlighted. A survey instrument that was answered by Latino students is the focal point of this analysis. The survey examines the components of Latino students' educational experience and clarifies internal and external issues related to student success.

Many interesting concepts have emerged as a result of this study. Overall, the results indicate that there are many services at Long Beach City College that have a positive impact on student success. There are also numerous external factors outside the college campus that students report as having both a positive and negative impact on their success. The internal or institutional factors that contribute to student success are: (1) counseling, (2) financial aid, (3) an instructor/mentor, (4) the college's computer labs, (5) independent study labs, (6) special workshops/presentations for students, and (7) study groups.

When external factors were examined, personal motivation and persistence were very common components of success as mentioned by students in their open-ended responses. Other external factors that students report as contributing to their success are: (1) family support, (2) financial support, (3) support from friends, and (4) focused educational goals.

Conversely, external factors that were reported as barriers are: (1) lack of financial support, (2) lack of family support, (3) feelings of isolation on campus, (4) family problems, (5) underpreparedness, and (6) unrealistic expectations of college.

Institutions must examine the institutional policies and programs and determine their impact on student success. It is particularly important to address the needs of underrepresented students. Every institution should formulate an institution-wide plan for serving its students who are underrepresented and should involve many campus organizations and individuals in the process. The development of and support for innovative programs designed to increase student retention and success will better serve students and, ultimately, increase graduation and transfer rates.

The information extracted from this study will be utilized to better support underrepresented students and provide an atmosphere at LBCC that promotes and encourages underrepresented and underprepared students to persist, learn, and succeed.

ANALYSIS OF SUCCESS INDICATORS FOR LATINO STUDENTS AT LONG BEACH CITY COLLEGE

Introduction

The community college, which serves as a cost effective system for entering postsecondary education, must pay closer attention to the success of Latino college students and their underrepresentation in higher education. The strength of our nation and the stability of our economy are directly related to the success of our educational system in teaching students the skills necessary to survive in today's highly technological society.

Much attention has been paid to the success of students in postsecondary education in the United States. Several researchers suggest that the structure of our educational system needs to be modified to better serve students, particularly underrepresented students. Several theories have been presented that demonstrate successful strategies to retain underrepresented students and many have debated that policies need to be rewritten and a reallocation of resources needs to take place to serve the current student population.

Recently, much of the research has focused on equal educational opportunity for Latino students because they make up a large portion of the school age population in California. Much of the research includes Latino students in a larger category of underrepresented or minority students. For the purposes of this study, the three categories will be interchangeable. However, when research is cited that focuses strictly on Latino students, the studies will be indicated.

When analyzing the demographic trends of today, one cannot ignore the fact that educating Latinos and other minorities and providing them with the equal opportunity to succeed in school is very important to our nation. While education is not a guarantee of socioeconomic mobility, it is a necessary condition that must be present for a group to achieve power and representation in the American social order (Sanchez, 1992). Educating underrepresented students is not only important to us now, but is important to the progress and well being of our society in the future.

Research has demonstrated that Latino students are disproportionately represented in higher education (Los Angeles County Office of Education, 1994; Orfield, 1988; National Council of La Raza, 1989). Latinos simply do not make it to and through college at the same rate as white students. A 1984 report issued by the Ford Foundation observed: "It is in education that the gap in achievement between Hispanics and other groups, extending from pre-school levels through graduate training, is the widest and most serious."

There are many theories that offer explanations for the problem. There seem to be a multitude of reasons. This study will clarify some of the self-reported barriers that Latino students face and it will also discuss the services that have been helpful to students who have successfully completed at least 12 units of college credit. The policies and procedures within the educational system that present barriers for Latino students will be discussed and the research will focus on the components of education that students self-report as having a positive impact.

Colleges need to develop and encourage programs that help Latino and other underrepresented students succeed and to support services that students say are invaluable to their educational experience. This study, conducted for Long Beach City College, will analyze the programs and services that the students declare as most useful and beneficial.

Demographic Trends

Demographic trends are very important to help demonstrate the importance of changing the attrition problems that now exist in today's educational system for all students, particularly Latinos and other minorities. The importance of educating minorities becomes increasingly apparent when demographic trends are analyzed. The nation, and California in particular, has a great deal to lose if it does not make strides toward educating and using the diverse population as a resource and an asset to this multicultural nation. If current practices continue, Latinos are not only destined to become the nation's largest minority group, but also the most disadvantaged.

In California, racial and ethnic minorities account for 42.5% of the population. By 2000, there will be a 76% increase in Asians, a 56% increase in Latinos, and a 9% increase in blacks in the current United States population. California's population will be 49.5% minority by 2005, according to Sonnenshein (1989). By 2030, California's population, which will have increased from 24 million in 1980 to 43 million, will be 61% minority. Thirty-nine percent will be Latino, 11% black, and 6% Asian.

Locally, a 1978 study of schools in the Los Angeles County School District from 1966-1977 showed that under the neighborhood school system in effect during this period "virtually all bi- and tri-racial schools were "in transition." The 1978 study projected that by 1988 the L.A. school district would have very few white schools, about 300 predominantly Latino schools, and 80 black schools (Gifford, 1978). This projection was very accurate. The demographics in the Los Angeles Unified School District indicate that 77% of the students are from underrepresented groups and more specifically, 54% are Latinos (Los Angeles County Condition of Education Report, 1994).

During the last few decades, Latinos and Asians have comprised an increasingly greater percentage of the public school student body in Los Angeles County, while whites and blacks have decreased in absolute numbers and as a proportion of the whole. In 1970, 63% of the students enrolled in Los Angeles County schools were white, but in 1993 whites comprised less than 23% of the students, and by 2005 only 15% will be white (Los Angeles County Condition of Education Report, 1994).

Educational Status of Latinos

The educational system is designed to successfully transport individuals from childhood to college or the world of work. Unfortunately, according to the National Council of La Raza (1989), Latinos are the most undereducated subgroup in the country. The problem starts while the children are in grammar school. Twenty-eight percent of Latino children in grades one through four are enrolled below grade level, compared to 25% of black children and 20% of white children. Studies have shown that children who have been held back are 40% to 50% more likely to drop out of school (National Council of La Raza, 1989). The Latino school drop out rate is approximately 50% nationwide (National Council of La Raza, 1989). In 1987, only 51% of Latinos 25 years old and over completed four or more years of high school, compared to 78% of non-Latinos (National Council of La Raza, 1989). In 1988, only 10% of Latinos 25 years old and older completed four or more years of college, compared to 21% of non-Latinos. In Los Angeles County, the figures are staggering: only 6.1% of all Latinos over 25 years of age have completed four or more years of college. The figure is equally as dismal for California, with only 7.1% of the Latinos over 25 years of age having completed four or more years of college (Los Angeles County Condition of Education Report, 1994).

The percentage of Latino high school graduates entering college has been steadily decreasing since 1976 (National Council of La Raza, 1989). According to the Los Angeles County Condition of Education Report (1994), only 19% of the first-year freshmen at the California State University or University of California colleges in 1992 were Latinos from public schools. In that year only 15% of all enrolled college students in California public four-year schools were Latino, while only 10% of the graduates were Latino. The downward spiral of matriculation for Latinos begins early in education and continues into postsecondary education.

Orfield (1988) states:

> Equal educational opportunity does not exist across racial lines and most black and Hispanic students are educated in ways that are much closer to a self-perpetuating cycle of inequality than to genuine preparation for college and mainstream job opportunities.

Educational equality and success for underrepresented students will continue to be a source of interest in education. Given the demographic trends in the U.S. today, it is and will continue to be a priority. In the conservative era of the eighties, programs which supported and funded minority participation in education were not a priority. Policies shifted toward a more efficient school system. According to Orfield (1990):

> The policies that were changed/made in the 1980's (under the Reagan administration) had a negative impact on the progress that was made to include minorities in higher education. These policies decreased opportunities for minorities and reversed progress that was made in previous years. Common policy changes of the 1980's included the following:
>
> 1. dramatic increases in tuition,
> 2. increasing emphasis on loans for financial aid,
> 3. decrease in federal governments' role in two key dimensions - financial aid and non-defense research funding,
> 4. increasing tendency to characterize and defend higher education not as a system of opportunity but as an economic development asset,
> 5. efforts to assure middle class access - advance payment of college costs and bonds,
> 6. downgrading of civil rights goals,
> 7. reduction of remedial programs on four-year campuses,
> 8. increasing reliance on two-year campuses to provide college access,
> 9. increasing use of financial aid policies to recruit high-achieving students rather than needy students,
> 10. reductions in support programs for minority students and scholarly programs focused on minority issues, and
> 11. tendency toward domination of college management by budget and market considerations.

Orfield (1988) believes that numerous policy changes need to be made to promote success for minority students in our schools. He says, "The educational policies needing close examination include those that increase high school dropouts, that increase the burdens on low-income families desiring a college education, that increase standards for admission to public four-year colleges and universities, that increase reliance on community colleges to prepare successful transfer students, that reduce and de-emphasize minority recruitment and retention programs, and that curtail federal civil rights enforcement." Many of the above factors are perpetuated by the current structure of our educational system.

In the nineties and into the turn of the century, the changing times will trigger different priorities for today's citizens and *access* and *success* for minorities are two key issues that are currently being addressed. Through research, colleges will have the opportunity to provide underrepresented students with an educational experience that incorporates their specific needs into the structure of the institution. Specific services that can contribute to student success can be supported, improved, and expanded.

Problems and Barriers for Underrepresented Students

Orfield's (1988) study of L.A. County schools shows that there are five different kinds of problems leading to the loss of minority students on the path to college. The first problem is the enormously high dropout rate in the high schools; the second is the lack of college preparedness that minorities have when they leave many high schools; and the third is the concentration of minorities in community colleges, which have a high attrition rate and a low transfer rate. The fourth is the ineffective transfer programs between the two-year and four-year colleges. The fifth is the fact that not many students who need financial aid are getting it, especially at the community college level which is where many minorities attend college. According to the National Center for Education Statistics (1995), 42% of all full-time freshmen enroll in a community college. This report also indicates that 46.7% of all minorities enrolled in higher education are attending two-year colleges.

It is argued that education should not be weighed by just economic efficiency and social welfare, since it enables a person to enjoy a culture of his/her society and take part in its affairs. Education gives a person a secure sense of self worth. This statement demonstrates a different aspect of the value of education. The value of education is not just economic, which is what many reports and comparisons use as a criteria, but it is an experience which provides multiple benefits for participants and the nation in which they live. With research; awareness; institutional commitment; and knowledge of the instructional techniques, programs, and services that support minority students, the educational system can be altered to better support underrepresented students.

Many of the policies in the California Educational Master Plan (1992) attempt to address the changing demographics and the importance of educating minorities and using our "New Californians" as resources. However, some of the policies seem to be symbolic. The emphasis on equality and all of the provisions for minorities and disadvantaged persons symbolize the identification and planning that is necessary, but the reality is that not enough of our minorities are attending and completing college.

Nunez-Wornack (1989) feels that Latino students will continue to struggle unless the administrators who are in positions to provide supportive policies are seriously committed to underrepresented students.

She states:

> Whether federal laws mandate it, whether chancellors demand it, whether state laws require it, minorities on campuses will only be there to complete their degree requirements and graduate if the top administrators of our colleges and universities want this to occur. Real commitment on the part of the leaders of our institutions must be perceived. Faculty, staff, and students are quick to realize

> when there are simple cosmetic adjustments made to the student pool or the faculty ranks. When deliberate and serious attention is conveyed by the chief academic officer, then, and only then, is the affirmative action 'numbers game' transformed into an 'institutional commitment' to people of color.

An overwhelming majority of college personnel who are in key decision-making roles are not minorities. This affects the policies that are implemented and the programs that are priorities within each institution.

Barriers Which Impede Latino Student Success

The ability to pay for college is tremendously important and has a large impact on students' ability to attend college. If students do not attend, they cannot succeed. The state financial aid system is directed towards the four-year private and public college students, despite the fact that two-year institutions are attended by an extremely large number of college enrollees, particularly minority students. According to Orfield (1988), not many minority students are eligible for four-year schools upon graduation from high school, and community college is their only option for postsecondary education. Since financial aid is built around tuition and fees, there is little eligibility for community college students, although many of the other costs such as books, transportation, child care, and living expenses, may be just as high as for those students attending four-year colleges.

When Proposition 13 was passed, schools began to rely heavily on federal funding. Many of the programs to help disadvantaged students were cut. The community colleges were forced to implement a tuition system. Afterwards, enrollment declines were the worst in inner-city schools serving poor minorities. Even though tuition was low ($50), enrollment dropped sharply and has never recovered (Orfield, 1988). More programs need to be funded and implemented that offer financial aid to minorities. Recruitment practices need to begin early and need to point out that financial aid is available so that students think that pursuing college is financially feasible.

More recently, tuition fees in California have risen 200% over the last three years. Tuition at California community colleges is the least expensive of any state, but it is increasing each year. Fees are currently $13 dollars per unit with no cap. A student carrying 12 units, which is considered a full load, now pays $156 dollars per semester. In 1988, a student taking 12 or more units paid a maximum of $60. Fields (1988) found that Latino students' low educational attainment was associated with the need to support themselves or their families. In her study, she found that student attrition was often related to financial support.

A study conducted by Sanchez (1992) indicated that students feel a lot of pressure from their families. Data from interview sessions indicated that students saw their primary allegiance to the family, and generally, the family members felt that college was holding them back from getting ahead. Two specific examples were offered by Sanchez. In the first, the student was pressured by his family and his own expectations to "grow up" and take on adult roles and familial responsibilities. College was seen as an extension of adolescence or childhood. In a second representative case, the clash centered around not being able to perform adequately in family roles. The student encountered role conflict in simultaneously trying to fulfill the expectations and obligations of mother, wife, and student.

It is important that the family members realize the true value of education and that they support the students' long-term goals. Many of the Latino students are first generation college students and they have a lot of family pressure to "get a real job" because the importance of a college education is not thoroughly understood. Many families are in need of financial support just to make ends meet and students often feel guilty if they are not making a monetary contribution to the household.

Research has also shown that there are problems encountered when testing minorities (Miller, 1990; Orfield, 1988; Wells, 1989). Ethnic minorities continue to score far below whites on I.Q. and other standardized tests. Minority students are frequently placed in low academic tracks where their teachers have low expectations for them. This can sometimes be a self-fulfilling prophecy and the student's self-esteem and expectations are lowered. Multicultural theorists say that minorities have the same academic potential as white students, but they score lower because they are not "test wise." According to Wells (1989), the tests use examples from the mainstream culture, which most of these students do not know as well as their own cultures. Therefore, their scores are lower and they are consequently placed at lower levels throughout their educational experience.

Often, the college's curriculum is oriented toward the white middle-class society. Curriculum materials are available that are oriented towards Hispanics, but they are seldom used. Alfredo Mirande in his book, The Chicano Experience, says that a school's culture has to make some major changes in the way it delivers educational services in order for many children socialized in the barrio to attain academic skills on parity with middle-class Anglo youth. He says that people (youth) from different historical, cultural, and social experiences may have different educational entitlements and needs. He believes that schools and colleges need to encourage the development, testing, and evaluation of diverse theories for educating minority students.

Other factors, such as the school's personnel, can play a part in how comfortable underrepresented students feel on campus. The ratio of minority school teachers does not match the number of minorities found at most schools. It has been found that minority students' performance in school improves if they have a role model (National Council of La Raza, 1989; Sonnenshein, 1989). Colleges need to hire and provide more minority teachers who can serve as role models. Most faculty members and counselors do not know about Latino students' problems and concerns. There are many culture-specific problems that students face. Enabling a student to identify with another person who is like them can have a profound effect on student success.

Unfortunately, there aren't enough Latino role models to serve the student population. One way to examine the availability of Latino instructors is to examine the graduation rates of students who earn a teaching credential from a California State University (CSU). The CSU system routinely prepares about 2/3 of the state's newly-credentialed instructors (Condition of Education in Los Angeles County, 1994). However, only 8% of all graduates of CSU recommended for teaching credentials in 1989 were Latino, and even worse, only 5% of those who received "single subject" credentials, used primarily in the upper grades where dropouts occur, were Latino.

The same shortage exists in the colleges and universities and it will continue to exist until more Latinos pursue graduate school, complete graduate school, and become faculty members. The cycle of attrition in California's public schools for students of some minority groups can be summarized as follows, using Latinos as an example. Statistics from the Condition of Public Education in Los Angeles County Report (1994) showed that many Latinos are in high school (in California, they account for 34% of all 10th grade students), fewer graduate (27% of all grads are Latinos), still fewer prepare for college (18%). Not many Latinos are admitted to public colleges (19%), less survive (15%) their first year, and still fewer graduate (10%). Of those who graduate; only 9% prepare to teach, and only 5% prepare to teach in high school, a critical time to encourage students to pursue higher education. Hence, there are not many Latino teachers available to return to public schools. There are relatively few role models to inspire Latino students to do better, to provide them with culture-specific guidance and advice, and too few to show the promise of education as an opportunity.

Regardless of faculty ethnicity, one of the most critical areas of student retention is in the area of faculty involvement. Every study made on this subject reveals that interaction between faculty and students is one of the most significant factors in preventing attrition. Research by James (1991) indicated that a major contributor to the success of Latino students is pairing them with a mentor. Many faculty members have been involved with their students and have become role models. They have made an effort to help retain underrepresented students.

Nunez-Wornack (1989) notes that this extra effort is often unnoticed on college campuses. It is not among the criteria for reappointment, tenure or promotion. Working with honor students is recognized and acknowledged as a worthwhile endeavor. However, there is often no type of merit award or acknowledgment for faculty who have contributed to the retention and graduation of minority students. The efforts of faculty who make their students feel special can make a big difference.

Nunez-Wornack tells a story of her first encounter with a faculty member who treated her in a special way:

> When I entered Montclair State College in 1966, I had the opportunity of being in an English literature class taught by Professor McGee. I was completely intimidated by my classmates, and I was the only minority in the class. Each class meeting, Professor McGee called the roster for attendance and when he got to my name, he would say, 'Elsa Maria Nunez, what a beautiful name.' At first, I was embarrassed and felt uncomfortable; however, as the semester progressed, I began to enjoy the "specialness" he attached to my name. In addition, I met with him during his office hours and rewrote my essays under his tutelage. Dr. McGee was not a Black nor Hispanic - he was a white man who happened to be a disabled war veteran. Perhaps his limitations made him sensitive to mine. As I developed my writing skills and grew in self confidence, I began to speak up in class about my analysis of literature. I survived my freshman year because one individual took it upon himself to do everything he could, not to 'lower his standards,' but to increase his efforts as a teacher.

Faculty role models can often be a bridge between the students' fears of inadequacy and the realization that they can succeed. Most programs that are designed to help underrepresented students succeed, incorporate role models into the structure.

Educational Equality and an Emphasis on Success for Underrepresented Students

Unfortunately, the current educational system has many flaws. However, there have been many studies conducted that identify the problems that minority students face in the educational system. In *Points to Consider*, a publication by the Anti-Defamation League, Sonnenshein (1989) states some of the problems. According to her, racism and inequality in the schools are perpetuated by such things as:

1. Segregated systems that keep minorities isolated in geographic pockets, which results in fewer facilities, fewer teachers, and less money spent per pupil. (Big-city schools are in poorer areas, they are overcrowded, and they generally do not draw top-notch teachers.) Job discrimination and housing patterns allow minorities to be isolated.

2. Grant money for educational programs for minorities is considered "soft money" and the schools do not institutionalize the programs, as beneficial as they may be for students. A student gets interested and involved in a program and then it gets dropped. This

reinforces the unpredictable nature of the system for the minority students, who become discouraged. Decisions need to be made and policies need to be sought which encourage the funding of these special projects designed to enhance student success, particularly for underrepresented students.

3. School curriculum is oriented toward white middle-class society. Curriculum materials that are oriented toward minorities are seldom used, although they are available. Fortunately, many campuses are working on multiculturalizing their curriculum. Procedures need to be adopted which successfully integrate a multicultural emphasis into the classroom. The most difficult part is to slowly transform the present system to one that meets the needs of the students and to get faculty members interested in meeting the challenge. Mandatory changes are not recommended. They will not be effective unless they are fully supported by faculty.

4. Schools allocate insufficient funds and personnel for work on race relations and programs for minority students. Support for such programs needs to be identified as a priority and funded by those who are on school boards and in decision-making positions.

5. Biased admissions standards result in fewer minorities who attend the nation's campuses. Most admission tests have been found to be culturally biased. They do not take into account the cultural differences and the learning styles and skills of minorities. They do not use the proper norms and do not predict very accurately a person's success in college, especially that of minority students. Research that more accurately validates these tests needs to be conducted and norms that more accurately reflect specific populations need to be used.

6. Social life is different for minorities, they often feel isolated on campus. Often, there are virtually no programs or events for minorities. This is beginning to change, but campus efforts need to be more than a single event. Multicultural education should be a continuous part of a campus or school. Clubs, organizations, peer support, and a sense of belonging are key factors of support for minority success.

7. A minority student often has nobody in his or her environment who is associated with higher education, thereby lacking role models.

8. Faculty members often have low expectations for minority student performance. Too often, too little is expected of minorities and this self-fulfilling prophecy becomes reality.

9. Most counselors are not knowledgeable about minority students' problems and concerns. If colleges had more minority teachers and counselors or at least staff that is knowledgeable about minorities, this could change. The affirmative action policies that are used today can sometimes have a negative effect and produce tension and segregation. Affirmative action should be supported, but the real importance is to improve access and success for minorities so that they are not disproportionately represented in professional occupations.

How to Improve Educational Equality and Success for Latinos

The educational system must be aware of the multicultural students who flourish on our college campuses. Research needs to be done to identify the unnecessary barriers that are present within the educational system. As suggested earlier, new strategies, techniques, and programs need to be developed which consider the needs of the Latino and underrepresented student populations.

Excluding economic factors, Noel, Levitz, and Saluri (1985) have summarized the principal themes of attrition as (a) academic boredom and uncertainty about what to study, (b) problems of adjustment and college/student incompatibility, (c) undeveloped and/or unrealistic expectations of college, (d) academic underpreparedness, and (e) curricular and pedagogical ineffectiveness.

Several researchers have suggested certain programs and issues that need to be improved to further educational success for minorities (Miller, 1990; Pascarella, 1985; Rendon & Taylor, 1990). First, the importance of teaching minority youths the basic skills is very important to ensure the success of minorities in school. Early programs which focus on the Latino's needs have to be implemented. Programs which focus on encouraging students to be successful in college and to continue their education need to be supported. These types of programs help students realize the value of education. Effective programs emphasize long-range goals and the importance of education for both economic gain and personal enrichment.

Teaching the English language to students who speak other first languages is also a major challenge. Many minorities are instructed in a language other than the one in which they are most familiar. Their success is dependent upon their ability to learn the English language. Mastering English is a necessary component of success in college and the world. Students who haven't developed adequate language skills often do poorly in college courses. Many become discouraged from pursuing postsecondary education.

Research also must be conducted to improve the testing process for minorities. Too often, capable minority students are diverted from college by the admission requirements and by tests which discriminate against them and do not show their true potential. Standardized testing for minorities as well as minimal competency testing needs to be improved.

Programs must be implemented which cater to Latino educational needs. The educational system needs to greatly increase the number of early childhood programs available to at-risk youngsters. Research has shown that participants of these programs are more likely to go on to college (Sonnenshein, 1989).

As the student progresses further, it is important to make available tutoring programs designed to help minorities succeed and persist with their education. Programs to help eliminate any deficiencies they may have in reading, writing, English, math, or any other subject are important. Some programs are designed to cater to Latino student learning styles. There are now 2,500 across the country. These programs "educate" students in small groups; promote a family atmosphere; concentrate on basic skills instruction and experiential learning; and provide frequent opportunities for reflection and discussion. The school attendance in these alternative learning programs has gone up 81 percent (Sonnenshein, 1989). The model for these programs can be adopted by colleges and universities.

Research supports the need for multiple action programs to improve retention. Walker (1988), examined the strategies used by 145 community colleges in Arizona, California, New Mexico, and Texas to retain Latino students. She found that improvements in retention were associated with financial aid grants, career counseling into selective programs, and participation in English as a Second Language (ESL) and Latino Studies classes.

Rendon and Taylor's (1990) ten-point action plan calls for community colleges to:

1. Develop strong linkages with feeder schools;
2. build coalitions between the college, family, business, and the community at large;
3. involve the Hispanic family in the education process;
4. strengthen the quality of teaching and learning by setting high and reasonable faculty expectations of the students, continually measuring their learning and growth, including Hispanic perspectives in the classroom, and keeping faculty current in their teaching field;
5. improve counseling and advisement;
6. engage the students in the academic and social fabric of the college;
7. increase the number of Hispanic students who transfer;

8. increase the number of students in high-tech programs;
9. train faculty to use assessment as a teaching tool;
10. collect and analyze student data.

This structure is very common in programs which are successful in retaining students, such as the Puente and Enlace programs. The Puente Program is a state-wide community college program in California and the Enlace Program evolved from Evergreen Valley College's Puente Program; hence, there are many similarities in the goals and frameworks of the two programs. As their names would indicate, Enlace and Puente "bind" together or create a "bridge" between students and teachers/mentors. The goals of the programs are to increase retention, general education requirement completion, and transfer among Latino students.

Community colleges are trying to address the importance of Latino student success and many of them are developing and supporting special programs. The Puente Program's mission and goals involve the following measurable objectives:

1. Retain and matriculate Latino students in higher education,
2. enable Latino students to complete successfully the cognitive academic core,
3. have Latino students effectively (and in reasonable time) enter the general education/transfer/occupational curricula,
4. enlarge the number of Latino students who graduate with an Associate of Arts or an Associate of Science degree, and
5. increase the number of Latino students who transfer to four-year colleges and universities.

Atondo (1986) conducted a study at Evergreen Valley College to determine the success rate of Puente students for the years 1983 through 1986 and to compare the achievement levels of Puente students enrolled in the entry-level English 330 courses with those of other Latino students who began in English 330 during the same semester. The three-year comparative study of 115 Puente students and 273 Latino counterparts found:

1. 89% of the Puente students completed English 330 compared to 46% of the other Latino students.
2. 70% of the Puente students completed English 1A, compared to 8% of the other Latino students.
3. 53% of the Puente students completed English 1B, compared to 17% of the other Latino students.

4. All 21 of the Latino students who began English 330 in Fall 1983 and 1984 and who had received or applied for an associate degree by Fall 1985 were enrolled in the Puente project.
5. All 14 of the students from the original group who transferred to a four-year college were Puente students.

A study by Saucedo (1991) focused on the performance of Puente students compared to that of other Latino and white students in community college. The combined Latino group started with overall lower grammar skills than did the white group. The Puente group had a higher mean grade point average than did either the non-Puente Latinos or the white students. The Puente students had a comparatively higher retention level than either group.

At Long Beach City College, the Puente Program selects a group of mentors from the college's full and part-time faculty, staff, and administrators. The mentors are selected by a project director based upon the following criteria: (1) successful record of working with students, (2) diverse backgrounds and interests, (3) professional training and experience, (4) academic and personal counseling skills, (5) knowledge of the college and its resources, and (6) desire to serve as a mentor (demonstrated by an application process). The mentor's responsibilities include monitoring participant academic progress, creating a supportive environment conducive to academic success, and initiating referrals to appropriate support-service units, such as the Writing and Reading Center, Tutoring Center, and Counseling Center.

All mentors participate in training workshops each semester. The workshops focus on effective techniques designed to assist in developing positive relationships with minority students and prescribing appropriate support-service referrals within the college.

Although the Puente Program is in its first year, it has had considerable success. The program offers a combination of the elements that have been identified as helping Latino students succeed.

Basic Elements of a Comfortable Campus Climate and a Multicultural Learning Experience

Many of the components of student success cannot be provided in a special program and are more closely related to the campus climate. Research indicates that a successful climate includes:

1. Appreciation of all cultures in our schools. Institutions must cultivate an awareness of economic and cultural differences. Enlighten students about how people experience life and handle problems in other countries.

2. Integration of different cultures and successful persons from other cultures into the school curriculum. Lessons about great Mexicans, blacks, Asians, etc., throughout history. The college experience should provide a more culturally balanced curriculum. More often than not, students learn history, philosophy, and literature from a completely American perspective.

3. Balance of cultural assimilation and the preservation of cultural roots. This will respect students who are proud of their heritage, but it can also help them to understand how to live a fulfilling life in a new country.

Programs that are designed to provide the best atmosphere and services to help Latino students succeed are in great demand and need to be supported. Research must be conducted and dispersed which "gets to the heart" of many of these matters. Only through awareness, support, and policy change can the educational system progress toward success and equality for all persons in the United States regardless of their race. In a society that prides itself on freedom and equality for all, these changes are necessary and consistent with democratic ideals. Equal access to education for all American citizens is a priority. It is imperative that the colleges and universities meet the challenge of their diverse student populations by offering courses, programs, and services that utilize the most effective techniques for student learning and that services are offered that meet the increasing demands of the students. The focus of education has always been learning. Now, learning and student retention and success should become synonymous terms. This nation was created to offer a chance at the "American Dream." Education is a stepping stone for all citizens who wish to strive toward success and the "American Dream."

Overview of Project Analysis

This project provides information regarding previous retention research that has been conducted. The preceeding section cites various recommendations that have been made to improve student retention and success. Several components of student success have been discussed and various programs have been highlighted. Information is also provided from previous research conducted at LBCC and the conclusions drawn by a variety of committees. Finally, a technical report is presented which analyzes the needs of Latino students at LBCC. The thrust of the technical report was to ascertain the factors that contribute to student success. This comprehensive analysis of student success for Latino students will be distributed to: The

Puente Program, The Educational Equity Task Force, The Matriculation Advisory Committee, The Department of Counseling and Student Support Services, Institutional Deans, and other interested parties.

Long Beach City College offers a variety of programs and services to assist students while pursuing their education. Numerous programs offer support such as counseling, tutoring, study skills workshops and computer labs. The college also offers programs designed specifically for Latinos, such as the Puente program. This research provides information about the various services offered and gives the students an opportunity to comment on the effectiveness of the services.

The Puente program at LBCC, a special program designed to help Latino students, asked the Office of Institutional Research to conduct an analysis of Latino success indicators. The Puente program is working to help develop successful students and requested a comprehensive analysis of Latino student success indicators. The results of this study will be integrated into the Puente program format and will be provided to other decision-making bodies at LBCC.

Many of the needs that LBCC students have are discussed and specific programs that seem to be effective are highlighted. A survey instrument that was answered by Latino students is the focal point of this analysis. The survey examines the components of Latino students' educational experience which they report to be the most helpful. It also attempts to clarify both the internal and external issues related to student success. This analysis provides information regarding the barriers students face as they pursue their educational goals at Long Beach City College. The study has been designed so that students can self-identify the factors on campus that have contributed to their success or explain and identify the barriers they have encountered.

LONG BEACH CITY COLLEGE STUDENT SUCCESS ANALYSIS (FALL 1994)

Introduction to Student Success Analysis

The purpose of this report is to provide information to help better serve students, particularly underrepresented students. More specifically, this report will concentrate on Latino students, the second largest student population, who comprise 25% of all students at Long Beach City College (LBCC). A Latino Student Retention Survey will be highlighted which discusses the programs and services that have served Latino students and their perception of the services on campus and the components of their educational experience that have contributed to their success.

Needs Assessment for Long Beach City College Students (Fall 1994)

A needs assessment was prepared as part of this report to provide demographic information about the student population at LBCC and to offer information regarding some of the committees that have been established to address the issue of student retention and success. The assessment contains retention and tracking information as well as recommendations from various committees on campus. Some of the efforts that have occurred at LBCC to maximize student retention and success are highlighted. Many committees across campus have discussed the students' needs as they relate to the programs and services that are offered to support student success. This section of the report concentrates on the demographics of the Long Beach area and provides information about the future students of LBCC. The demographic trends show a dramatic shift as indicated in subsequent sections of this report.

Long Beach City College Demographics

Long Beach City College is one of the oldest and largest of California's public, comprehensive community colleges. It is located in the southern part of Los Angeles County in an urban area undergoing significant demographic and economic change.

The college serves an area of approximately 128 square miles, including the cities of Long Beach, Signal Hill, Avalon (Catalina Island), parts of Lakewood, and some parcels of unincorporated county land. Total population served is estimated at 498,612, with an ethnic diversity of 48%. In Fall 1994, the college's 25,137 students exceeded this diversity.

Institutional Characteristics

Long Beach City College began offering instruction in 1927 on the campus of a local high school. It grew along with the surrounding communities, surviving the devastating 1933 Long Beach earthquake and eventually moving to its own campus. However, it was not until 1970 that it was officially separated from the Long Beach Unified School District, becoming a legal entity in its own right. It now offers instruction at two major campuses, one of which is located in the inner city while the other one is located in a more suburban part of the city.

The college has always been an integral part of the community, providing specialized training to military personnel during World War II and welcoming the returning GI's when the war was over. In addition to the traditional transfer curriculum, the college has offered instruction in whatever subjects were needed: shipbuilding and repair for employees of the Long Beach Naval Base and the Port of Long Beach; aircraft manufacturing for employees of McDonnell Douglas' large Long Beach plant; English as a Second Language (ESL) courses for Southeast Asian refugees; re-entry programs for long-time homemakers, etc.

From a high of 27,632 in 1989, student enrollment is currently 25,137. In terms of diversity, student enrollment has changed rapidly in the last 10 years. Latino enrollment has increased from 8% to 25% and Asian enrollment from 10% to 20%. These changes are expected to continue, given the enrollment demographics of the feeder K-12 system, the Long Beach Unified School District (LBUSD), in which 78% of the pupils are members of ethnic or racial minorities.

Responding to the educational, social, and psychological needs of these students is a significant challenge for the faculty and staff at the college. This study and others like it are important to help understand why many of the students do not persist in reaching their educational goals.

There are a large number of underprepared students at Long Beach City College, presenting a major challenge. Skill levels of all entering students have declined to the point where 39% of students need basic English, 56% need pre-collegiate reading, and 43% need pre-algebra courses. When including the enormous ESL population, skill levels of entering students decline to the point where 55% of students need basic English, 67% need pre-collegiate reading, and 84% need pre-algebra courses. Lacking these basic skills, students typically are unable to complete their courses and therefore drop out before achieving academic success.

Long Beach City College is determined to meet the needs of its students. Research such as this study will be continuously conducted to provide the most effective learning environment. The college has defined its mission in the following way:

LONG BEACH CITY COLLEGE MISSION

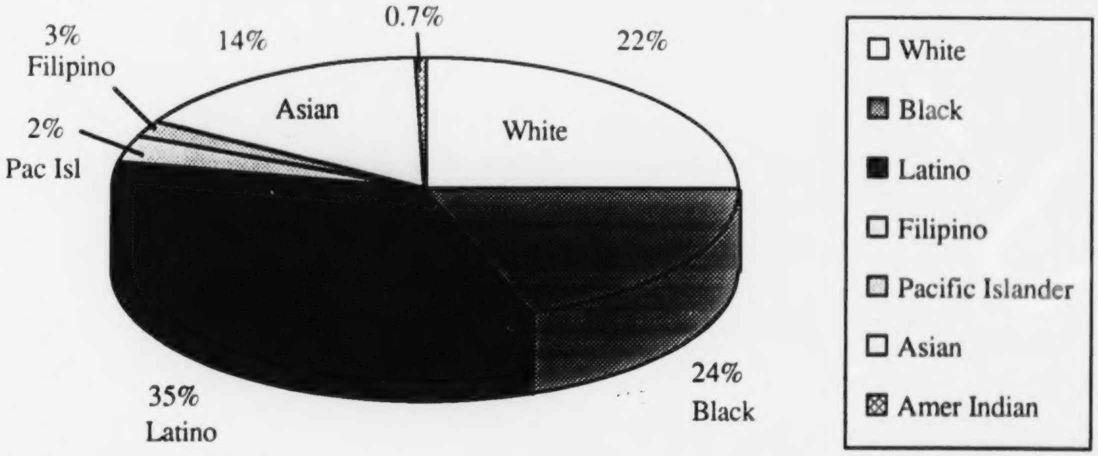
Long Beach City College is an institution of higher education with an open door admission policy, dedicated to providing high quality educational programs and related student services to those who can benefit from education. It is responsive to individuals and to the diverse needs of the local community.

Profile of the Long Beach City College Service Area

Both the Long Beach Unified School District (K-12) and Long Beach City College face challenges in working with a growing multicultural, multi-lingual student population. Seventy-eight percent of Long Beach Unified's school-age population are from ethnic minority groups: 35% Latino, 24% African-American, 14% Asian, 3% Filipino, 2% Pacific Islander, and 0.7% American Indian. The City of Long Beach has the highest concentration of Cambodian immigrants in the nation (included in the Asian count). Latinos are the student group that are growing fastest in the city as well as at the college.

Long Beach City College has a student population that is more diverse than the demographics projected for the state of California in the next 20 years. Over 60% of the students are from an historically underrepresented group. The K-12 district, with a 78% ethnic minority population, will be sending an even larger number of diverse students to LBCC each year. The following pie chart gives graphic representation of the students in the Long Beach Unified School District.

Long Beach Unified School District (K-12) Percentage of Students By Ethnicity



Demographic Changes in Long Beach and at Long Beach City College

According to the County of Los Angeles Department of Regional Planning (1992), Los Angeles County grew by 1,385,743 persons between 1980 and 1990. To put this growth in perspective, the County's ten-year increase equals in size the current populations of the cities of San Francisco, Sacramento, and Anaheim combined. The County's total population of 8,863,164 would make it the nation's ninth most populous state. The ten-year increase alone exceeds the individual 1990 populations of thirteen states. Long Beach, the second largest city in Los Angeles County, grew by 68,078, a 19% increase, to total 429,433. Long Beach is the fifth largest city in the state.

The district population for Long Beach City College encompasses Long Beach, 2/3 of Lakewood, Signal Hill, and Avalon. The racial and ethnic composition of the population changed dramatically between 1980 and 1990. The current population of the City of Long Beach is 48% white, 24% Latino, 14% African-American, 13% Asian, and 1% other (U.S. Census, 1990). According to the U.S Census (1992), Long Beach witnessed a tremendous increase in the number of non-whites in the population. Non-whites are already the majority population in Long Beach.

Long Beach City College Students

Long Beach City College provides the only higher education opportunity for low-income, educationally disadvantaged, and underrepresented students in the college service area. The other higher education opportunities in the area have selective admissions requirements and/or are considerably more expensive. Student tuition fees have risen 85% and 75% respectively at the University of California and California State University, Long Beach over the last three years, and State of California grants to needy students have not kept pace with tuition increases. To further exacerbate the problem, the State's four-year colleges and universities have curtailed many special instructional programs for their underprepared learners. These students are turning to community colleges for basic skills instruction, and the college must respond to their needs. Educating these students is a major priority.

Of the students enrolled at LBCC, 62% are members of racial or cultural minority groups. As the year 2000 approaches, this percentage is forecast to increase. Statistics published by the local school district in April 1994 show that Long Beach public school students, as a group, speak nearly 40 different languages, including 15 varieties of Asian and Southeast Asian dialects. California State Department of Finance figures document that the population of Los Angeles County (containing the Long Beach area) grew over 84,000 between July 1992 and July 1993.

These statistics indicate that Long Beach will not only be serving an increasing number of students, but that it is serving a student population that is a "minority majority" status.

The majority of Long Beach City College students can clearly be identified as low income, educationally disadvantaged, and/or minority. Part-time students comprise the majority of student enrollments. Most students are self-supporting, working at least one, and often two, part-time, minimum-wage jobs to support themselves and their families while attending college. Over 32% enroll in both day and evening classes to accommodate their work schedules and 25% are strictly evening students. The great majority of our students are academically under-qualified for admission to a four-year college or university, even if they could afford it. Fifty-five percent of the students are female, a large number being single parents.

On the following page is a general profile of Long Beach City College students, based on Fall 1994 enrollment figures.

LONG BEACH CITY COLLEGE STUDENT CHARACTERISTICS
Fall 1994

Student Enrollment	25,137	Enrollment at Long Beach City College has decreased slightly over the past three years.
FTES (Fall 1994)	8,383	Attendance FTES have decreased over the years resulting in less state funding to LBCC.
Gender		
Male	44.6%	There has been a significant increase in the number of female students enrolling as more single parents and displaced homemakers return to school.
Female	55.4%	
Racial and Ethnic Categories		
White - 8,773 students	34.9%	Underrepresented students comprise over 65% of our student headcount.
Non-White - 16,370 students	65.1%	This percentage will undoubtedly increase over the next few years as the population of California becomes more diverse. Long Beach City College is already an accurate reflection of the future of California.

Amer. Ind./Alaska Nat. (1.1%) - 266 students
Asian/Pac. Isl. (19.8%) - 4,958 students
African-American (15.4%) - 3,866 students
Latino (24.8%) - 6,234 students
Other (4.0%) - 1,046 students

Enrollment Status		
First Time	31.7%	The percentage of first-year students continues to remain high as state four-year institutions eliminate basic skills courses and raise tuition rates. Returning students include those who were previously or are concurrently enrolled at a university.
Returning	15.1%	
Continuing	53.2%	
Student Type		
Full-time	23.0%	Most students are unable to attend full-time because of work and family commitments.
Part-time	77.0%	
Age Distribution		
Under Age 18	.4%	The student population at LBCC has an average age of 27. Many of the students are re-entry students, single parents, or displaced workers.
Ages 18-20	22.3%	
Ages 21-25	26.6%	
Ages 26-30	15.2%	
Ages 31-40	19.8%	
Ages 41-50	8.6%	
Ages 51-60	2.8%	
Over Age 60	4.3%	

As is the case with other local institutions, the student population has changed dramatically over the last ten years. Colleges must step forward and provide programs, services, and a curriculum that is responsive to the needs of today's students.

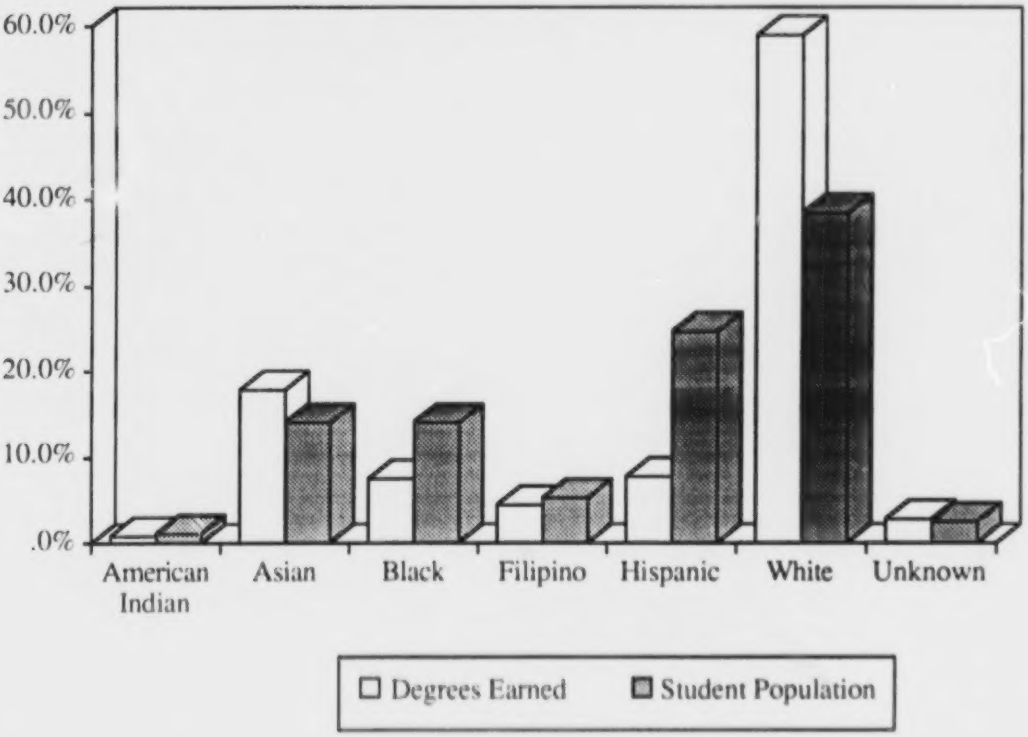
In the 1992-93 academic year, the number of students earning either an Associate in Arts or Associate in Science degree totaled only 804. Additionally, the number of students completing a certificate in an occupational program totaled a dismal 530. Latino students comprise 24.9% of the student population. Unfortunately, of those who received degrees, only 10.5% were Latino (Long Beach City College Admissions and Records Department, 1994).

Students are enrolling at Long Beach City College in large numbers (25,137 in Fall 1994), yet the number of these students who complete their degree or certificate and continue on to a four-year institution remains low. According to the Academic Performance Report for California State Universities (1991-92), only 655 LBCC students transferred to a California State University (CSU) campus. An analysis by the Transfer Center at LBCC indicated that during the same period, only 85 students transferred to the University of California (UC) campus. More than 90% of LBCC students who transfer do so to a CSU or UC campus.

When students who have completed a degree are analyzed by ethnicity, there is an obvious discrepancy between underrepresented students and whites. Whites seemingly complete degrees at a higher rate than their overall number in the population; however, underrepresented students, particularly Latino, are grossly underrepresented.

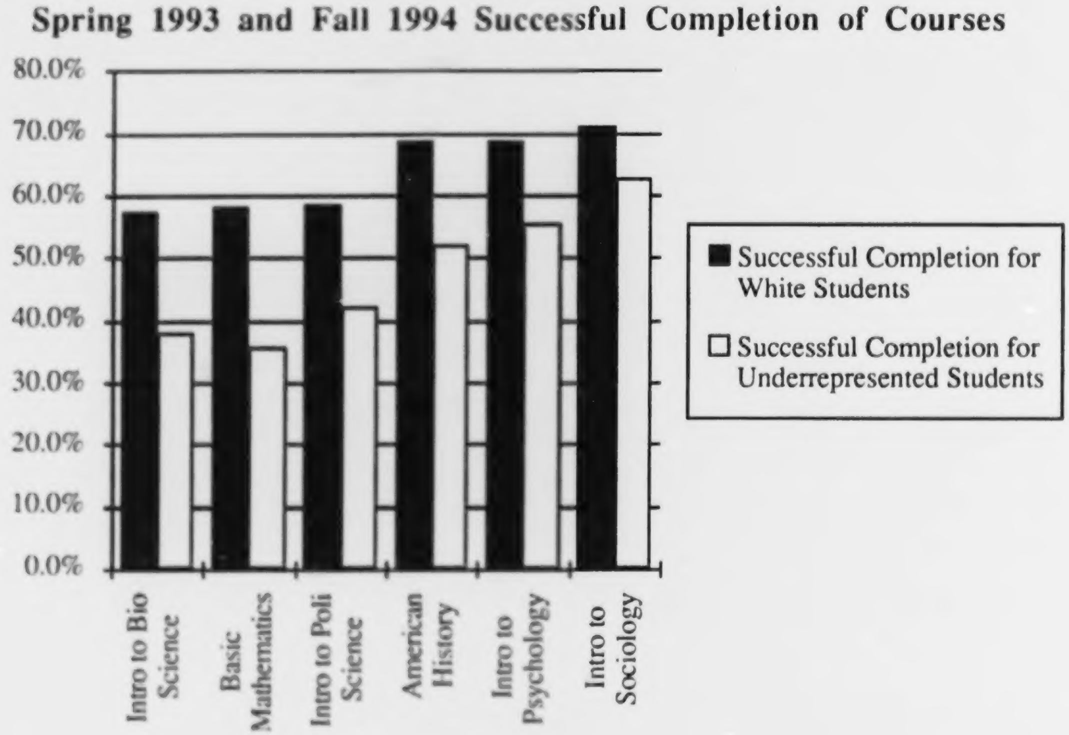
The graph on the next page indicates the graduation patterns of students who earned a degree. It demonstrates the discrepancy between the total student population and those who actually earn a degree.

Degrees Earned by Ethnicity



Low Student Retention and Persistence

There is a very large discrepancy between underrepresented students and their white counterparts when looking at who is successful in key courses required for degree completion and/or transfer to a university (Fall 1993 data). In basic mathematics, the discrepancy was highest; only 36% of the underrepresented students were successful as compared to only 58.1% of their white counterparts. The math course is remedial math and not degree applicable or transferable to the university. However, when examining the successful completion of degree-applicable courses, the results are equally dismal. In Introduction to Biological Science, only 38% of the underrepresented students were successful, as compared to 57.5% of the white students. In Introduction to Political Science, the underrepresented students were successful at a rate of 42%, while whites were successful 58.4% of the time. Underrepresented students in American History, Introductory Psychology, and Introductory Sociology were not as successful as white students as is indicated in the following graph. The completion of these courses is of major concern because they are all required for a degree and/or transfer, and if students cannot successfully pass the courses, they will not be able to earn a degree.



The graph above documents course completion rates and grades for a wide sample of departments. These low levels of successful completion are not atypical across the curriculum areas.

Over the years LBCC has attempted to meet the needs of students who are not prepared to enroll in college-level courses. Several levels of developmental/remedial English and math courses are offered, and there are some learning centers that attempt to supplement classroom instruction with individualized assistance, including tutoring. Courses in study skills are also available. However, it is clear that what is being done is not enough and that the solution is not simply to do more of the same. Programs and services for basic skills as well as for underprepared students must be offered in new and different ways.

The statistics make clear the magnitude of the problem. The skill levels of incoming students, as measured by placement tests, indicate that many students are not prepared to enter college-level courses. Nearly 85% of incoming students are not ready for English 1/Freshman

Composition, 67% need pre-collegiate reading and 84% need pre-algebra courses. Fifty percent of the students who took the assessment test in Fall 1993 placed into a basic skills course. With regard to underrepresented groups, the numbers are staggering. Ninety percent of the students placed into basic reading, 82% placed into basic English, and 78% of the students placed into basic math are students from historically underrepresented groups.

In addition, the Academic Quality Task Force identified the following concerns related to underprepared students:

- Faculty have expressed frustration with the number of underprepared students in their classes and have also expressed the need for additional resources to help them cope with the problem.
- Although most faculty are not specifically trained to work with remedial students, they have individually developed techniques for assisting the underprepared. There is, however, no organized system to allow instructors to share this information.
- There is a tendency for instructors to use teaching techniques and methods of student evaluation that encourage rote and passive learning. Such techniques and methods are ineffective with underprepared students, who need to be challenged to be active learners.

Students at Long Beach City College are easily "lost in the system" because there is no comprehensive, coordinated way of knowing during a term how well they are doing and when the college needs to intervene to help them be successful. The inability of the institution to quickly identify and respond to students in difficulty results in a large number of students withdrawing from courses and/or being on probation or dismissal. In Fall 1993 there were 12,997 students who withdrew from at least one course. There were 25,561 withdrawals recorded in all courses in Fall 1993 (34.4% of all grades in all courses were a W). There were 4,399 students on probation or dismissal for Fall 1993. This large number of students on probation or dismissed each semester is not surprising given the number of D, F, W, or NC (No Credit) grades received by students.

There is an alarmingly large number of students who do not pass courses at LBCC. The chart on the next page indicates the number of students who receive a grade of D, F, NC (No Credit) or W (withdrawal) for selected math, English, reading, social science and science courses.

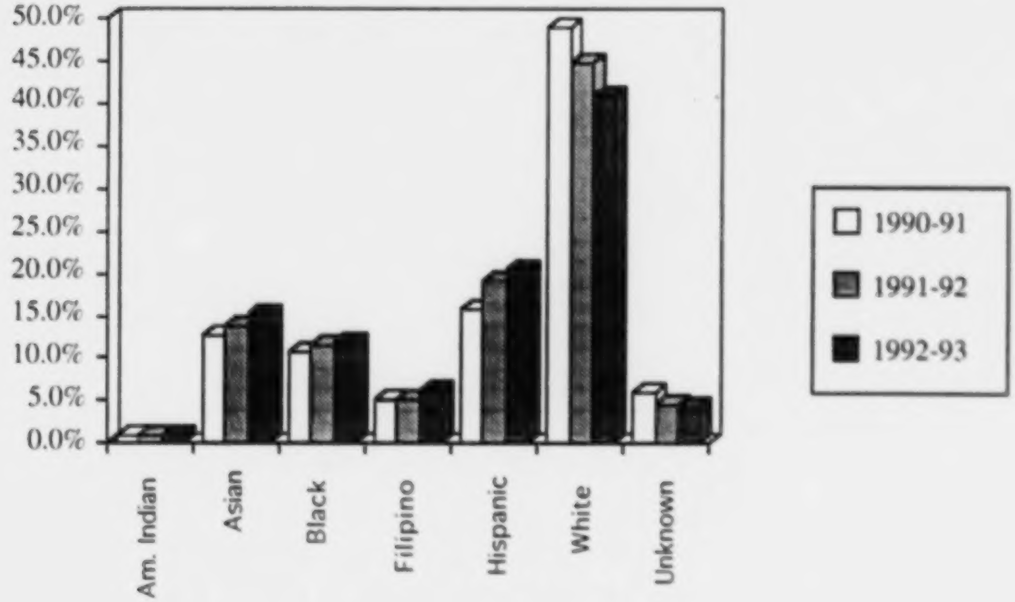
Analysis of Non-Success (D, F, W, or NC Grades) in Selected Courses in Fall 1993

	Total N	D, F, W, or NC	W Only
Math			
Math 815 (Preparation for Algebra)	1,046	48.0%	23.6%
Math 110 (Pre-Algebra)	609	65.0%	40.5%
Math 130 (Intermediate-Algebra)	44	62.5%	40.2%
Math 45 (Algebra) *	360	65.9%	52.3%
English			
English 1 (Composition) *	1,051	36.1%	27.2%
English 105 (Fundamentals of Writing)	860	45.2%	27.8%
English 801AB (Basic English)	202	37.9%	27.4%
Reading			
English 881 (Basic Reading)	336	20.7%	13.4%
English 882 (Reading Development)	466	27.3%	14.8%
Social Science			
Poli Sci 1 (Intro to Political Science)*	1,357	51.9%	29.5%
Psychology 1 (Intro to Psychology)*	1,562	40.0%	23.3%
Science			
Biology 1 (Intro to Bio Science)*	70	61.4%	54.3%

** Designates a transfer-level course*

A significantly large percentage of students do not persist from one semester to the next. In the Fall 1992 semester, Long Beach City College had 22,056 credit students. Only 13,413 continued to the next semester. A full 8,643 students who completed a course and received a grade in the Fall 1992 did not persist into the Spring 1993. A student persistence study completed by the California Community College Chancellor's Office indicated that white students are the most likely to persist; an encouraging fact is that underrepresented students persist at a rate equal to their overall student population. However, as indicated earlier, they are more likely to be placed in basic skills courses. Latino students do not quite persist at the same rate as their overall population. Latino students comprised 20% of the overall student population who persisted from fall to spring in 1993, while representing 24.5% of the population. Asian students, on the other hand, persisted at a rate of 17% while representing only 12% of the student population. The graph below shows an increasing pattern of persistence for minority students, however, this may be a function of their increase in the total student population over the three-year period. The graph below shows the ethnic breakdown of the students who have persisted from fall to spring for a three-year period (1991 to 1993).

Student Persistence at Long Beach City College from 1991 to 1993



There is also a major problem of lack of persistence between terms and to goal completion as shown on the following pages. Drop-out rates are high during the semester, and the rate of successful course completion is very low. The following tables demonstrate an analysis which tracked a cohort of students from one semester to the next. A cohort was created for each of the courses in the tables on the following pages, and the student's progress from Fall 1992 to Spring 1993 was tracked.

This particular analysis is limited because it tracks students who progress from one semester to the next. A comprehensive student tracking analysis should include a longer time span to guard against the various reasons a student may not progress from one semester to the next. This analysis does not take into account other reasons a student might not continue such as: the availability of clasess, summer enrollment, leaving to attend another college or waiting a semester to enroll in the next level.

The tables clearly demonstrate that students are enrolling in basic skills courses, but a very large number are not successful in subsequent courses. It is very evident that many students who take basic skills courses have trouble progressing to and passing degree applicable courses.

MATH 805
(BASIC ARITHMETIC)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	303	132	44%
White	137	73	53%
Total	**440**	**205**	**47%**

→

MATH 815
(PRE-ALGEBRA)
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	27	9%	15	5%
White	25	18%	18	13%
Total	**52**	**12%**	**33**	**8%**

The table above illustrates that when a cohort of students who enroll in Math 805 (Basic Arithmetic) and then progress to the next level, Math 815 (Pre-Algebra), the number of students who are successful is profoundly disturbing. Of 440 students who enroll in basic math, only 205 successfully complete the course (47%). What is more disturbing, however, is that only 52 of the successful students enroll in the next level (Math 815 - Pre-Algebra) the following semester. Of those who do enroll in pre-algebra the next semester, only 33 (8%) are successful. A mere 33 students out of 440 progress through basic arithmetic and pass pre-algebra.

MATH 815
(PRE-ALGEBRA)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	197	97	49%
White	115	65	57%
Total	**312**	**162**	**52%**

→

MATH 110
(BASIC ALGEBRA)
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	61	31%	22	11%
White	40	35%	15	13%
Total	**101**	**32%**	**37**	**12%**

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The table on the previous page provides information about a cohort of students who enrolled in Math 815 (Pre-Algebra) and then progressed to the next level, Math 110 (Basic Algebra). The number of students who are successful is again disturbing. Of 312 students who enroll in pre-algebra, only 162 (52%) successfully complete the course. A much smaller number (101) of the successful students enroll in the next level (Math 110 - Basic Algebra) the following semester. Of those who do enroll in pre-algebra the next semester, only 37 (12%) are successful. However, the students who progress to the next level complete the course at similar rates regardless of their ethnic background.

MATH 110
(BASIC ALGEBRA)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	594	219	37%
White	418	176	42%
Total	**1012**	**395**	**39%**

MATH 130
(INTERMEDIATE ALGEBRA)*
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	80	13%	46	8%
White	79	19%	47	11%
Total	**159**	**16%**	**93**	**9%**

* Course transfers to a four-year college

The preceding table provides information about a cohort of students who enrolled in Math 110 (Basic Algebra) and then progressed to the next level, Math 130 (Intermediate Algebra), which is a transfer-level course. The number of students who are successful is very minimal. A full 1012 students enrolled in Basic Algebra and only 395 (39%) successfully completed the course. Only 159 of the 395 students who were successful subsequently enrolled in the transfer-level math course (Math 130). Only 93 of the original cohort of 1012 students successfully completed the course. However, the underrepresented students who progressed to Math 130 completed the course at an equal rate as the white students.

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ENGLISH 801
(BASIC ENGLISH)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	144	102	71%
White	32	24	75%
Total	176	126	72%

ENGLISH 105
(FUNDAMENTALS OF WRITING)
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	56	39%	29	20%
White	18	56%	13	41%
Total	74	42%	42	24%

The same patterns are apparent in English courses at LBCC. The table above provides information regarding students who were enrolled in English 801 (Basic English) and those who progressed to English 105 (The Fundamentals of Writing) which is one level below transfer-level English. The number of students who are successful through the sequence is very low. One hundred seventy-six students enrolled in Basic English, and 126 (72%) successfully completed the course. This figure is much higher than for the math courses; however, only 74 of the 126 students who were successful subsequently enrolled in the next English course (English 105) and only 42 (24%) of the original cohort successfully completed the course.

ENGLISH 105
(FUNDAMENTALS OF WRITING)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	609	332	53%
White	278	153	55%
Total	887	475	54%

ENGLISH 1
(COMPOSITION)*
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	144	24%	96	16%
White	63	23%	39	14%
Total	207	23%	135	15%

* Designates a transfer-level course

This table indicates the number of students who progress from English 105 (Fundamentals of Writing) to English 1 (Composition). English 1 is degree applicable and transferable to the four-year colleges. Of 887 students who enrolled in English 105 in Fall 1992, 475 (54%) were successful. However, only 207 enrolled in English 1, and only 135 (15% of the original cohort) were successful. English 1 is a crucial step in a student's education. It is required for an Associate Degree, and it transfers to a four-year college. This table which indicates that only 15% of the original cohort persisted successfully in the following semester is particularly alarming. Again, the students who progress to the next level of English complete the

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course at a similar rate regardless of their ethnic background. Fully 67% of the underrepresented group completed English 1 as compared to 62% of the white group.

ESL 33B**
(FINAL ESL COURSE)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	84	64	76%
White	0	0	0%
Total	0	64	76%

** English as a Second Language

ENGLISH 1
(COMPOSITION)*
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	31	37%	16	19%
White	0	0%	0	0%
Total	31	37%	16	19%

* Designates a transfer-level course

The table above indicates the number of students who progress from the final ESL course to English 1. This chart is particularly interesting because the entire cohort is from an underrepresented group. Of 84 students who were enrolled in ESL 33B, a full 64 students completed the course successfully. Unfortunately, less than half (31 students) enrolled in English 1 (Composition). English 1 is the next course in the sequence for the ESL 33B students. However, only 16 of the students (19% of the original cohort) persisted and successfully completed English 1.

ENGLISH 881
(BASIC READING)
Fall 1992 Cohort

	Total Enrolled	Completed Successfully	
	No.	No.	Percent
Underrep	284	225	79%
White	33	27	82%
Total	317	252	79%

ENGLISH 882
(READING DEVELOPMENT)
Spring 1993

	Total Enrolled		Completed Successfully	
	No.	Cohort %	No.	Cohort %
Underrep	77	27%	61	21%
White	14	42%	12	36%
Total	91	29%	73	23%

Reading courses produce just a slightly higher persistence rate when compared to math and English. The table above provides a look at students enrolled in LBCC's basic reading course (English 881). The persistence rate for basic reading is very high, with 79% of the students completing the course successfully. However, only 73 of the original cohort of 317 students, or 23%, completed developmental reading (English 882).

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Responding to the Needs of the Underprepared Students

These data indicate that a major obstacle to Long Beach City College's success as a postsecondary institution can be stated succinctly: the majority of our students come to LBCC without the skills necessary for institutional success, and the college has failed to respond to the problem of that student underpreparedness effectively. Assessment test data indicate that an overwhelming majority of our students lack the skills necessary for academic success. The data indicate the skill level of a very large portion of the students is below college level and that a majority of the students need remedial instruction in reading, writing, and mathematics. The preceding charts as well as additional studies indicate that across all disciplines, these underprepared students are failing to progress and succeed in their content areas, and in transfer-level and degree applicable courses.

Administrators at Long Beach City College have known for some time that levels of student retention and persistence are low. In fact, a special Academic Quality Task Force, consisting of representatives from the Academic Senate, department heads, and administrators was formed several years ago to investigate the causes of the low retention and persistence rates and make specific recommendations that the college should implement to enable greater levels of student success. Consistent with factors contributing to attrition, which are documented by extensive research in higher education, the Academic Quality Task Force determined that there were many reasons for the high attrition rates. The main external forces contributing to attrition included work demands and family responsibilities, transportation and/or housing problems, personal or family illness, and general financial need. Faculty also reported that students' lack of academic skills led to frustration, weak achievement motives, low self-confidence, lack of a specific career or educational goal, and the inability to identify with other students or faculty. Institutional weaknesses/deficiencies were also determined to be contributing factors to the generally low levels of student success. The Academic Quality Task Force, the Matriculation Steering Committee (charged with making recommendations for improved orientation, testing, placement, follow-up, etc.), and a special team from the California Community Colleges Chancellor's Office that visited LBCC in December of 1993 to review matriculation activities identified the following institutional deficiencies:

- Inadequate critical interventions such as support groups, mentors, and peer tutors, that can help retain students
- Underdeveloped basic skills and learning assistance programs
- Need for strengthened orientation, assessment, and advising services
- Over-reliance on lecture-based and passive teaching/learning strategies

- Inadequate academic early-warning/alert and assistance referral system for students at risk of academic failure
- Need for college-wide faculty and staff training regarding multicultural diversity
- No computerized assistance for progress audits for certificate, degree, and transfer students
- Need for strengthened financial aid and scholarship services

In a similar vein, the Student Educational Equity Task Force, consisting of faculty, staff and administrators, presented the following four recommendations for corrective action to the College Council and the Board of Trustees:

- Develop critical intervention systems in student services through developing and increasing orientation opportunities and mentoring programs
- Strengthen basic skills and learning support programs through restructuring program offerings
- Begin a strong faculty and staff development initiative on cultural diversity in higher education classrooms and services
- Develop a computerized system to evaluate student needs through an early warning/intervention system.

It is essential that we retain the students who do enroll and ensure that they persist from semester to semester until they reach their educational goal. All components of the college, including administrative and support services, must work together to solve the current attrition problem. Reversing the lack of success by students, as measured by grades, drop-outs, lack of persistence to higher courses, low levels of program completion, graduation, and transfer, must be the top institutional priority. In the short term, these problems reflect on the quality of programs and services; in the long term, these problems, if left unresolved, will threaten the fiscal stability of the institution, since 85% of the college's income is a direct result of the number of students enrolled. As fees go up, students will be wary of spending money on educational programs in which they do not succeed. If fewer students enroll, then college income will decline even further. More importantly, if the college does not meet the challenge of educating and producing successful students, the community will suffer.

The New Student Population

Not only are Long Beach City College students academically underprepared or poorly prepared; they are increasingly diverse, come from a variety of racial, cultural, and social backgrounds, and have a variety of learning styles.

Long Beach City College must tailor its services and instructional programs to meet the needs of its diverse students, especially those of multicultural and multiracial diversity. The challenge for institutions of higher education in general, and LBCC in particular, in responding to this tremendous change in the racial/ethnic composition of the student body, will be to recognize that this diversity also means diversity in learning styles and in cultural backgrounds, and that our educational institutions will need to make some changes in their operations to more effectively serve their new student clientele (California Postsecondary Educational Commission, 1992). Low-income students also have special needs that the college must be prepared to meet.

The Need for Alternative Instructional Methods

There is a significant amount of research and experience documenting that students of all backgrounds can benefit from more than one learning style. Substantial research is available which indicates that specific learning styles and instructional support systems are effective with various ethnic groups and with both males and females. For example, the work of Uri Treisman (1985), with respect to the achievement of African-Americans and Latinos in math and science through the effective use of supplemental instruction; the extensive work of the Washington Center for the Improvement of Undergraduate Studies related to the success of collaborative learning communities; and various research studies related to success of female students clearly indicate that retention and success rates for some student groups are better in classrooms that use cooperative learning techniques.

In addition to approaches using cooperative/collaborative strategies, students can benefit from the use of instructional technology. Computers and other media offer students variety and a means by which they can engage their strongest learning style preference: visual, auditory, or kinesthetic. However, only a few Long Beach City College faculty members have computers available to them, let alone use computers and special course-related software as part of their curricula. Faculty lack the supportive help provided by course-specific software that can be used for supplemental drill and practice of course-specific skills. Instructors need time, training, and technical support to use "authoring" software to adapt and then pilot-test new curricula and materials. Such authoring software allows computer neophytes to "program" without knowing a computer language.

The college must develop computer-assisted and media-assisted instruction and integrate these tools into the existing curricula. Furthermore, Long Beach City College must develop alternate instructional strategies like learning communities which will provide an integrated, interdisciplinary curriculum. Learning communities allow students to take courses in blocks so that they get to know one another and forge study groups. Such measures will promote persistence and success, foster independent inquiry and learning, and ultimately prepare students for careers or transfer to four-year institutions.

Need for Additional Research

Research needs to be conducted that indicates which programs and services are providing the most impact on students. The research also needs to provide information about how to meet this demand and how to better serve students.

Long Beach City College's Educational Equity Task Force has initiated various research projects to provide information to the college community about student access and success, particularly for underrepresented students. One of the studies, encouraged by the Educational Equity Task Force, the Matriculation Program and the Puente Program, is to analyze the success indicators for Latino students at LBCC. A study, which concentrates on Latino students, the largest number of underrepresented students at LBCC, is the Latino Student Retention Study. The results of this study are both interesting and useful. Many of the findings support existing research and give credence to the existing theories. The report is, perhaps, more significant because it was conducted at LBCC and uses LBCC students for the sample. The following section describes the study, the survey instrument, the results, and the conclusions that can be drawn based on the information.

LATINO STUDENT RETENTION SURVEY RESULTS (FALL 1994)

This study analyzes the components of Latino students' educational experience which they report to be the most helpful. It also attempts to clarify both the internal and external issues related to student success. This analysis provides information regarding the barriers students face as they pursue their educational goals at Long Beach City College. The study has been designed to allow students to self-identify the factors on campus that have contributed to their success or explain and identify the barriers they have encountered.

METHODS

The Sample

The sample consisted of Latino students who were currently enrolled at Long Beach City College in Fall 1994 who had completed 12 or more units. A sample of courses was identified at LBCC and all of the Latino students in each of the selected classes participated in the study. The final sample size was 152 students. Of these students, 30.9% were male (N=47) and 69.1% were female (N=105).

In this sample, the distribution by sex is fairly uneven with respect to the student population at Long Beach City College. When examining the overall Latino population at LBCC, 44.6% of the students are males and 55.4% of the students are females. Some of this difference can be attributed to the number of nursing students who responded to this survey (23 students or 15.1% of the sample). A separate analysis showed that the respondents who indicated that nursing is their major are predominantly female (86.9%).

The sample is not a random sample because faculty members selected were those who were willing to distribute the survey during class. It is often difficult to get surveys distributed and conducted because they take up valuable class time. However, the distribution of students as analyzed by the demographic information indicates that the survey population is very comparative to the general population at LBCC. The sample is also limited in that it consists of 152 respondents while the Latino student population at LBCC is currently 6,234. Even though the sample has specific limitations, the results of the study can be used to make improvements at LBCC and support programs helpful to students. Specifically, the results provide a comprehensive view of Latino students' needs.

The distribution of students by age indicates a diverse group of respondents. Twenty-one percent of the respondents were 18 to 19 years old and two respondents indicated that they were over 50 years old. The percentage and distribution of age groups can be seen in Table 1 on the following page.

Table 1 - Age of Respondents

18-19 years	21.7%
20-21 years	27.6%
22-23 years	16.4%
24-25 years	8.6%
26-30 years	12.5%
31-35 years	5.9%
36-40 years	2.0%
41-45 years	2.0%
45-50 years	2.0%
Over 50 years	1.3%

All respondents were self-identified as Latino and were asked to select the category that best described their ethnic background. The largest percentage of respondents identified themselves as Mexican-American (36.2%), followed by Mexicano (22.4%), Hispanic (11.2%), and Central American (11.2%). Interestingly, only 5.3% of the students identified themselves as Latino. Table 2 indicates the various categories and the percentage of respondents.

Table 2 - Ethnic Identification

Mexican-American	36.2%
Mexicano	22.3%
Hispanic	11.2%
Central American	11.2%
Latino	5.3%
Chicano	3.9%
No Response	3.3%
Other	2.6%
Puerto Rican	2.0%
Cuban	1.3%
South American	.7%

Community college is often a place were students seek to discover what interests they have and what career path they want to take. A majority of this sample (71.7%) indicated that their educational goal is to transfer to a four-year university after receiving an associate of arts degree or after completing enough units to transfer. This number is often inflated because the students feel that transfer is the most appropriate response. The general transfer rate at Long Beach City College is estimated at 25%. This response, however, indicates a need for more research to identify the number of students whose goal is transfer and the actual number of students who do transfer to a four-year college. Another important factor is to identify the number of Latino students who receive bachelor's degrees and track the number of students who transferred from a community college. The selection of the educational goal categories for this survey instrument are those recommended by the California Community College Chancellor's Office. Table 3 indicates the respondents' educational goals.

Table 3 - Educational Goal

	Percent	*Number*
Complete a certificate	2.0%	3
Complete an associate degree	9.9%	15
Complete a vocational degree	2.6%	4
Complete an associate degree and transfer to a four-year college	38.8%	59
Complete a vocational degree and transfer to a four-year college	2.0%	3
Transfer to a four-year college or university	32.9%	50
Discover/formulate career interests, plans and/or goals	1.3%	2
Prepare for a new career (acquire job skills)	0.0%	0
Advance in current job/career	.7%	1
Personal enrichment	0.0%	0
Undecided on goal	2.6%	4
Goal not listed above	0.0%	0
Other	2.0%	3
No Response	5.2%	8

As indicated in Table 4, 67.1% of the respondents are full-time students and 32.2% are part-time students. The number of units completed ranges between 12 and 99. The mean number of units completed is 38.8, the median number of units completed is 35, and the mode, or most frequently reported number of units completed, is 30.

Table 4 - Enrollment Status and Number of Units Completed

Enrollment Status

	Percent	*Number*
Full-time student (12 or more units)	67.1%	102
Part-time student (Fewer than 12 units)	32.2%	49
No Response	.7%	1

Number of Units Completed

Range	12 to 99 units
Mean	38.8
Median	35.0
Mode	30.0

In any study that analyzes a sample population at LBCC, it is necessary to determine the number of students who attend the Liberal Arts Campus (LAC) as compared to the Pacific Coast Campus (PCC). The Liberal Arts Campus is the largest of the two campuses and 50% of all students attend LAC only. The Pacific Coast Campus is located near downtown Long Beach and provides a large number of vocational courses. PCC, however, offers a full array of general education courses. Fully 22% of all students attend PCC only with 28% of the students attending both campuses. The survey population was very similar. Most of the respondents attended the Liberal Arts Campus, however, 21.5% indicated that they attended both campuses. Table 5 indicates the number of respondents who attend either or both of the campuses.

Table 5 - Campus Attended

	Percent	*Number*
Liberal Arts Campus	70.4%	107
Pacific Coast Campus	5.3%	8
Both Campuses	21.7%	33
No Response	2.6%	4

PROCEDURES

This instrument was distributed to a selected group of faculty at Long Beach City College. The faculty were willing to conduct the survey in their classes. Faculty selected include a variety of disciplines to ensure students from vocational and academic disciplines and students from various concentration areas. The faculty were asked to administer the survey to the students in their class who identified themselves as Latino. The survey instrument is included as Appendix 2. All of the surveys were completed during the Fall 1994 semester. Generally, the respondents completed the survey in about 15 minutes, depending upon the number of written comments they chose to make. All of the written comments are presented in Appendix 4.

The Survey

The instrument was created to measure many different factors that contribute to student success as well as those factors which the students identified as barriers that they have faced while pursuing postsecondary education. The primary motivation for this survey was to identify the components and services at Long Beach City College that have helped students to succeed.

The operational definition of success is simply the fact that the students have completed 12 or more units and are continuing students. Many of the problems students face take place in their first year, where they are most at risk to drop out. The respondents can be described as persisters and therefore successful because they have completed at least 12 units.

The survey instrument has been created after an extensive review of the research conducted related to Latino student retention. Specific questions have been adapted from other instruments on the topic of student retention. The survey has a number specific questions that are related to the research on student retention. The instrument also contains numerous fixed categories that allow the students to rate the usefulness or helpfulness of various services at LBCC. Students were also encouraged to expand upon their responses by utilizing the various spaces for written comments and elaboration. Throughout this study, specific questions will be referred to; therefore, a complete copy of the instrument is included as Appendix 2.

When examining student success it is important to understand some of the barriers students face as they pursue their education. Many of these barriers are related to the institution and many of them are related to external factors. Collecting data regarding the external factors is important because it can give educators a more realistic perception about their students' educational experience. This analysis attempts to examine some of the factors, both internally and externally, that impede educational progress.

Initially, the questionnaire begins with demographic information and continues into specific questions regarding the student's personal life. Questions 8 and 9 ask the students if anyone in their family has ever attended college. These questions relate to research which indicates that Latinos who are first-generation college students often have difficulty in college and have a family life that is not completely supportive of their educational goals.

Questions 13 and 14 refer to the student's educational goal. Much of the literature on student retention indicates that having a specific goal is an important factor of student success.

Questions 15 and 16 ask if the student is aware of or on financial aid. Financial support is a major factor, even at the community college level where tuition is much less expensive than at a four-year college.

As indicated earlier, support from others is a major component that contributes to students' success. Questions 17 through 22 are designed to ascertain whether the students have the support of family, peers, college faculty, college personnel, or whether they participate in student clubs or organizations.

The next set of questions lists a variety of student services and asks how many times, if any, the student has used the services. There is also a place where the students can indicate that they are not aware of a particular service. Questions 23a through 23n provide information about the students' utilization of services at LBCC.

Question 24 solicits a response from the students that asks them to rate the degree the various services provided to the student. A Likert type scale is used ranging from "Very Helpful" to "No Help." Question 25 allows the respondents to write-in any other services that they feel would help them to accomplish their goals (See written comments in Appendix 4).

The amount of time students spend with college friends off campus is asked as question 26. This question explores the feeling of belonging on campus, or contrarily, the feeling of isolation. This kind of peer interaction can have a very positive effect on the students experiences both on and off campus.

Supportive elements such as financial aid, role models, support from family and friends, community service activity or special courses can have a very positive effect on student success. Question 27 asks the students to rate (using a Likert type scale) whether they feel the following elements were helpful to them. Question 28 is an open-ended probe that asks the student to indicate the single most important thing that contributed to their success in college.

All students who attend college face certain barriers as they strive to become educated. For many students, the barriers are related to the bureaucracy at the institution, the feelings of isolation on a large campus, or the availability of classes. However, many of the barriers are also external factors such as money, lack of family support, work schedules, etc. Question 29 gives the students an opportunity to indicate whether some of the barriers, as indicated in attrition studies, were major, minor, or no barrier at all in relation to their personal educational experience.

Long Beach City College is interested in the students' perceptions of the institution as well as the campus climate and the helpfulness of the various services that are offered. Questions 30, 31, 34, and 35 are designed to give the institution an idea of the students' perceptions about the college overall as well as the college's efforts to meet the needs of Latino students.

Questions 32 and 33 revisit the issue of student motivation and educational vision. Students are asked to compare the motivation of their college friends with other students on campus and they are asked about the degree to which they are certain about their career goals.

Question 36 asks the best method to get information to students, a major concern at LBCC. Various methods that are used at LBCC are listed and space is provided for the students to write in suggestions.

In an attempt to provide the students with the most important learning services, question 37 asks them how often they need assistance in eight academic areas.

The next series of items on the questionnaire are concerned with understanding attitudes and predicting social behavior. Five questions are asked concerning the respondents' attitude about education and the degree of its importance to them, their family, and their friends.

The last question is an open-ended question that provides space for the students to convey any specific comments to help LBCC meet the needs of Latino students. Again, the comments are listed in Appendix 4.

RESULTS

The results support much of the previous research that has been conducted on Latino students. This study examines the factors of the educational experience that the students report as having had a positive impact on their educational experience. The survey has been designed to determine what contributes to a successful education.

Much of the existing research suggests that in order for a minority student to be successful in college we need to have/offer (Anti-Defamation League, 1989; Orfield, 1988; and Sanchez, 1992);

1. Role models (instructors, history makers, famous Chicano persons, successful Latinos, etc.).
2. A support person (a family member, counselor, mentor, instructor).
3. Family support and an understanding of the value of education.
4. Participation in and the availability of extra-curricular activities.
5. An understanding of racism - how & why it works against them. Students need to know the reality of the real world - the racism, prejudice, and what they can expect once they graduate. Students' expectations need to be realistic.
6. A positive self image. The college needs to help build self-esteem and encourage the development of particular skills and not just stress certain subjects they are having difficulty in (reading, English etc.).
7. The students need a realistic self-appraisal.
8. Instill a preference for long-range goals, not immediate gratification.
9. A successful leadership experience to help build confidence.
10. Demonstrated community service.

As mentioned earlier, each of the preceding elements was considered when the survey instrument was developed and the survey results and student comments support the findings of many of the existing research studies.

Family Experience with Education

Two components that contribute to educational success is support from family and an understanding of the long term satisfaction and career opportunities education can provide. According to Sanchez (1992), familial values and demands exert considerable pressure on the decision of academically successful students to drop out.

The results of this survey indicate that 65.3% of the students have a family member who has attended college. If the student has a family member who has participated in the postsecondary education process, it is likely that the family has a better understanding of the value of education. When asked if someone in their family had graduated from college, only 36.8% of the respondents indicated that they had someone in their family who had graduated from college.

Definitive Educational Goal

Research indicates that students who have declared a major are more likely to graduate than those who have not (Noel, Levitz & Salari, 1985; Miller, 1990). Approximately 48% of the students at Long Beach City College have not declared a major. However, only 18.4% of the survey respondents indicated that they were undecided. Most of the students identified a major and the majors were equally distributed. Of the majors indicated, the four with the largest percent of respondents came from nursing (15.1%), business (9.2%), psychology (7.9%) and liberal arts (6.6%). Table 6 indicates the various majors of the respondents.

Table 6 - Distribution of Majors for Survey Respondents

	Percent	*Number*
Undecided	18.4%	28
Nursing	15.1%	23
Business	9.2%	14
Psychology	7.9%	12
Liberal Arts	6.6%	10
Medical Assistant	3.9%	6
Word Processing	3.3%	5
Spanish	3.3%	5
Criminal Justice	3.3%	5
Biology	2.6%	4
Law	2.6%	4
Teaching	2.0%	3
Liberal Studies	2.0%	3
Computer Science	2.0%	3
Political Science	2.0%	3
Fire Science	1.3%	2
Art	1.3%	2
Social Work	1.3%	2
Fashion Merchandising	1.3%	2
Anthropology	1.3%	2
Architecture	.7%	1
Auto Mechanics	.7%	1
Child Development	.7%	1

Majors (Con't)

Mechanical Engineering	.7%	1
Journalism	.7%	1
Interior Design	.7%	1
Early Childhood Education	.7%	1
Sociology	.7%	1
English	.7%	1
Electrical Engineer	.7%	1
Robotics	.7%	1
Travel Tourism	.7%	1
Graphic Design	.7%	1
No Response	.7%	1

Primary Language

Language acquisition can have a significant impact on the educational success of students. Students who are taught in a language other than the one they speak at home generally have more trouble in school. Many of the students at LBCC are second, third, and fourth generation Latinos (LBCC Puente Program Student Survey, 1994). However, 50% of the respondents indicated that English was not the primary language that was spoken in their home.

Student Motivation and Educational Goals

The respondents all seemed to be highly motivated, an obvious indicator of success, with 73% indicating that they planned to graduate from a two-year college and 86.2% saying that they planned to transfer to a four-year college. Many of the comments also indicated that personal motivation to succeed was a major factor that contributed to their success (See Appendix 4).

Financial Support

Many of the students indicated that financial support and the ability to pay for college was very important. Many of the comments indicated that they really needed financial support or they would not have been able to attend college. When examining the self-indicated factors that contributed to the students' success, financial aid is among one of the most important. Of those who were surveyed, 96.7% were aware that financial aid is available to students. Over half of the respondents indicated that they received some kind of financial aid. However, 48.7% do not receive any kind of monetary support. More research should be conducted to determine the importance of financial aid. This survey population was chosen because the members have completed at least 12 units successfully. However, it is unclear what kind of impact the lack of financial aid has had on potential students who may not have enrolled for financial reasons. It is also difficult to determine the degree to which the financial aid has helped those who receive it. Some of the students may not have to work because of financial aid, and therefore have more time to study. When examining the written comments, it seems that financial aid has had a significant impact on students' success.

Social Factors and Extra-curricular Activities

Thirty-five percent of the respondents said that they participate in extra-curricular activities. Student involvement has a very positive impact on student success. Many community colleges do not offer comprehensive programs to get students involved in campus events, clubs, and activities. However, LBCC has a very large and well supported co-curricular environment. Student Affairs at LBCC includes 46 active campus clubs and sponsors over 200 activities in any given semester. It is often difficult to recruit students to participate in these activities at the community college, particularly because many of the students are part-time, evening students who commute to school and then drive back to their respective neighborhoods. When examining the students' comments, many of them mention the impact of extra-curricular activities such as campus clubs, events, intramural sports, the College's Student Center and other recreation facilities. The activities undoubtedly have a positive impact on students; however, there has not been much research that indicates the real impact of extra-curricular activities.

When asked if they studied with others in their classes, 26.3% of the respondents revealed that they do study with others and 46.1% said that they sometimes study with others. Only 27.6% said they did not study with others. Study techniques are a major factor contributing to student success. The theory of cultural differences suggests that different groups have particular learning styles which need to be understood. According to Mirande (1985), whites are field-independent and they work better alone, and in American society they are often perceived as good students and hard workers. Mexican-Americans, however, are field-dependent and work better in groups when they are trying to accomplish a common goal. It would be interesting to see if more Latinos study in groups than whites and if they are more successful than Latinos who do not study in groups. According to Uri Treisman at U.C. Berkeley (1985), study groups have a profound impact on student success.

Interactions with faculty outside of class also contributed to the students' feeling that personal care and attention was taken. This perception can promote motivation and success. Ninety-seven students said that they had met with a faculty member outside of class in some social situation, such as a casual study group, a personal conversation, or a party with classmates. Of the ninety-seven students, 37.1% had participated in a social situation more than three times.

Family, Personal, and Institutional Support

The students were asked if they had one or more persons in their personal life or on campus who have really supported them with their educational goals. An overwhelming majority, 88.2% of the students, had a someone in their family or personal life who supports their educational endeavor. This figure demonstrates how critical it is for students to have family and personal support to help them succeed in college.

More than 58% of the students also revealed that they had a person on campus that has really supported their educational goals. This indicates the importance of faculty and staff involvement and how important it is to encourage students to meet the challenges they face in college.

More specifically, 48% of the students indicated that they had a faculty member who they considered their mentor and who has helped them with their college experience. Nearly half of the successful students surveyed have a faculty member who has helped and encouraged them. Many of the comments the students made named specific individuals at LBCC who have significantly contributed to their success. Table 7 shows the importance of family, personal, faculty and staff support and that the majority of students surveyed had support from one source or another.

Table 7 - Positive Support

Support from Family	88.2%
Support from person on campus	58.6%
Support from faculty member/mentor	48.0%

Student Programs and Services

The main focus of this study is student success. Long Beach City College offers numerous programs and services designed to help students succeed. The respondents were asked to indicate how often they used various campus services. The information gathered for this question served two purposes. It indicates how often a particular service is being used by this particular group of Latino students and whether they are aware of the services offered. If the students are not aware of the service, then perhaps more advertising and student awareness efforts need to occur.

Most of the services that the students are not aware of are specific programs, such as the re-entry program, psychological services, programs for the disabled and the adult basic education lab. These services require the student to be eligible or referred by some other student service program, therefore, it follows that many of the students are not aware of them. However 21.8% of the students were not aware of the Transfer Center, while 86.2% stated that they planned to transfer to a four-year college. Another 18.8% of the students are not aware of Job Placement, and 17.4% are not aware of tutoring services offered at LBCC. When examining Table 8, it is evident that the services available to students are under-utilized by this population. A majority of the students seldom or never use the services designed to help them succeed. Table 8 shows how often the respondents use the various services.

Table 8 - Use and Awareness of Student Services

	Not aware of it	Seldom or never	3 to 5 times	6 to 10 times	11 or More times
Counseling	3.3%	39.3%	42.0%	10.7%	4.7%
Assessment Center	18.8%	65.1%	14.1%	2.0%	0%
Job Placement	18.8%	71.1%	6.0%	2.0%	2.0%
Re-entry Resource Center	50.3%	45.6%	2.0%	.7%	1.3%
Transfer Center	21.8%	57.1%	17.7%	2.7%	.7%
Programs for the Disabled	39.2%	54.7%	4.7%	0%	1.4%
Career Center	23.0%	61.5%	11.5%	2.0%	2.0%
Psychological Services	43.5%	51.7%	2.0%	1.4%	1.4%
Financial Aid/EOPS	8.1%	50.0%	26.4%	6.1%	9.5%
Student Activities	15.5%	57.4%	17.6%	4.1%	5.4%
Writing and Reading Center	14.0%	64.7%	14.0%	4.0%	3.3%
Tutoring	17.4%	63.1%	13.4%	2.0%	4.0%
Adult Basic Education Lab	44.3%	53.0%	1.3%	.7%	.7%
Study Skills Services	25.3%	57.3%	12.7%	2.0%	1.3%

This table demonstrates that more work needs to be done to help make students aware of the services available to them and to encourage them to use the various services. These services are designed to benefit students, but many of them are under-utilized. If the students have better information about the various services, and encouragement by faculty and staff to use the services, student success can be increased.

An additional question asked the students to rate the helpfulness of the various services. The respondents rated counseling, financial aid, an instructor/mentor, the computer labs, and the independent study labs as the most helpful. The results indicate that 61% of the students rated counseling as helpful or very helpful, and 53.7% rated financial aid as helpful or very helpful. The survey results verify that the various services are helpful, with less than 11% of the students indicating that any one service was "not much" or "no help." Table 9 shows how the students rated the various services.

Table 9 - Students Rating of Various Support Services

	Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have Not Used
Counseling	31.5%	29.5%	18.8%	7.4%	3.4%	9.4%
Transfer Center	11.4%	18.1%	16.8%	4.7%	.7%	48.3%
Financial Aid/EOPS	37.6%	16.1%	14.1%	2.7%	4.0%	25.5%
An instructor/mentor	24.7%	26.0%	10.3%	5.5%	1.4%	32.2%
On campus job	6.1%	7.5%	4.1%	4.8%	2.0%	75.5%
Student Activities	13.5%	12.2%	15.5%	2.0%	1.4%	55.4%
Computer labs	23.8%	20.4%	11.6%	2.7%	2.0%	39.5%
Writing and Reading Center	10.1%	16.2%	11.5%	2.7%	2.0%	57.4%
Adult Basic Education Lab	3.4%	4.8%	3.4%	1.4%	2.0%	85.0%
Study skills services	8.1%	14.2%	7.4%	1.4%	1.4%	67.6%
Tutoring	13.0%	13.7%	8.2%	2.7%	1.4%	61.0%
Extra-curricular activities	9.5%	17.7%	10.9%	2.0%	1.4%	58.5%
Workshops/presentations	15.2%	19.3%	11.0%	2.1%	.7%	51.7%
Independent study labs (Video & audio tapes, slides, filmstrips, etc.)	15.0%	19.7%	12.2%	2.0%	.7%	50.3%
Study groups	18.8%	15.4%	15.4%	2.7%	2.0%	45.6%
Campus clubs/organizations	15.0%	10.9%	10.2%	1.4%	2.0%	60.5%
Psychological Services	2.7%	2.7%	2.7%	2.0%	2.0%	87.9%
Amnesty Education Office	6.0%	6.0%	.7%	1.3%	3.3%	82.7%
Athletics/Intermural sports	13.4%	10.1%	8.1%	3.4%	2.0%	63.1%

In the comments section, students mentioned that quite a few other services on campus are helpful. The services included the Learning Center, the library reference section, classroom orientations, career planning and other workshops, scholarships, and the college's staff (See Appendix 4).

Factors that Contribute to Student Success

Students rated family support as the number one factor that contributes to their success. Financial support was second, with 48% of the respondents indicating that it is a major contributing factor. Students also listed support from friends and role models as having an impact on their success. Table 10 on the next page shows how the students ranked the various components as they relate to success.

Table 10 - Student Reported Factors Contributing to Success

		Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have Not Used
a.	Family support	59.6%	17.2%	12.6%	4.0%	4.0%	2.6%
b.	Support from friends	43.4%	24.3%	19.1%	7.2%	2.6%	3.3%
c.	Financial support	48.0%	13.3%	12.0%	7.3%	4.7%	14.7%
d.	Special courses	18.2%	26.4%	14.9%	2.0%	2.0%	36.5%
e.	Community service activity	13.9%	13.2%	15.2%	4.0%	2.6%	51.0%
f.	Role models	27.5%	24.8%	22.1%	4.0%	.7%	20.8%

Single Most Important Factor Contributing to Success (Open-ended Response)

The students were asked to list the single most important thing that had contributed to their success. This question was open-ended and the responses are listed in the comments section (Appendix 4). Many of the respondents listed support from their family as a major factor that has helped them to succeed. Other factors were personal determination and motivation, financial support, and role models.

Educational Barriers

There are numerous barriers that students face while attending college. The students' responses indicated that lack of money, lack of motivation, underpreparation for college, and family problems were among the barriers that they have encountered. The students' responses support the research which cites these factors as major barriers for student success and retention (Miller, 1990; National Council of La Raza, 1989; Orfield, 1988; Parker, 1994; Rendon & Taylor, 1990; Sanchez, 1990; and Sonnenshein, 1989).

A factor analysis was conducted to determine which items were significant barriers as indicated by the students. A full explanation of factor analysis and the various clusters is included later. Five clusters or factors emerged which students report as barriers to their success. The factors are: (1) personal and transportation, (2) expectations, (3) loneliness and confusion, (4) personal and financial, and (5) time management. Table 11 shows the students' responses when they ranked whether a specific element was a barrier they had faced.

Table 11 - Student Reported Educational Barriers

	Yes, a major barrier	Yes, a minor barrier	Not at all a barrier
Distracted by friends	5.4%	36.5%	58.1%
No family support	6.8%	13.6%	79.6%
I was not motivated enough at first	17.0%	29.3%	53.7%
Transportation	10.7%	32.0%	57.3%
Language problems	5.4%	16.9%	77.7%
Unreal expectations	6.8%	31.1%	62.2%
Family problems	16.1%	35.6%	48.3%
"Red Tape" or institutional policies	10.2%	23.8%	66.0%
Feeling of Isolation on campus	9.5%	27.0%	63.5%
Little knowledge of how college would be	15.1%	34.9%	50.0%
No child care	7.5%	8.2%	84.4%
Problems with my husband/wife or significant other	8.8%	23.8%	67.3%
Not enough money	36.5%	37.2%	26.4%
A difficult work schedule	23.1%	38.1%	38.8%
The availability of classes at			
Unprepared for college	16.9%	35.8%	47.3%
LBCC did not fit my schedule	17.1%	41.1%	41.8%
Other *	46.7% *	16.7% *	36.7% *

** Only 30 respondents*

Expectations of Long Beach City College

An overwhelming majority of the students indicated that LBCC had met or exceeded their expectations regarding the education they are receiving. Seventy-two percent of the respondents indicated that LBCC had met their expectations and 23.3% said that LBCC had exceeded their expectations.

When asked if LBCC had met their expectations regarding their overall college experience, 18.8% reported that LBCC had exceeded their expectations and 71.8% stated that LBCC had met their expectations. These findings show that the Latino students who were surveyed are satisfied with the education they are receiving at LBCC. Less than 5% of the respondents indicated that the education they are receiving has not met their expectations and less than 10% stated that their overall college experience had not met their expectations. Table 12 shows the students' satisfaction with their education at LBCC and whether their overall college experience has met their expectations.

Table 12 - Students' Expectations

Education	
LBCC has exceeded my expectations	23.3%
LBCC has met my expectations	72.0%
LBCC has not met my expectations	4.7%
Overall College Experience	
LBCC has exceeded my expectations	18.8%
LBCC has met my expectations	71.8%
LBCC has not met my expectations	9.4%

Student and Peer Motivation

As indicated in the comments section, personal motivation is a factor that many students report as very important. Of those surveyed, 65.6% of the students agreed or strongly agreed that there is a high degree of motivation among their college friends. However, only 43.9% indicated that this motivation exists with their non-college friends. These findings suggest that the respondents do not feel that their friends outside college are as motivated as their friends in college. This is logical because college is a major endeavor that requires substantial motivation and persistence.

Student Goals and Direction

As mentioned earlier, students who are more focused with regard to their educational goals are most likely to succeed. Approximately 75% of the respondents indicated that they were certain about their career goals. More needs to be done to counsel students to help them select a major and provide information about the careers available to them. Students who are sure about their educational goals are more likely to persist and succeed in college.

Meeting the Needs of Latino Students

Only 38.4% of the respondents felt that LBCC is meeting the needs of Latino students. The comments provided numerous suggestions such as providing more information to students in a variety of ways. Many students were not aware of the programs offered at the college. Numerous students commented that they needed both financial and family support. Students also recommended specific programs for Latinos which would include mentors/role models, tutors, and college survival training.

Many of the students mentioned key faculty members who have helped and encouraged them. Some of the students suggested specific courses that teach about Latino history and culture as well as prominent Latinos throughout history. Many of the students said that activities that bring Latinos together are appreciated and help them to meet new students and "study partners."

Information and Awareness

Awareness has been a key issue in this study. A majority of the respondents (62.9%) were not aware of the any programs which support minority students. Programs such as Puente and the other services offered to Latino and other underrepresented students need to be aggressively advertised so that students become more aware of the many programs offered at the college.

Getting information to students is very important. Many of the respondents were not aware of the various services and programs that are designed to help and encourage student success. When asked the best method of getting information out to students, respondents indicated that getting information from their instructors is the most effective method. Based on the students comments and responses, it is clear that faculty and staff need to be encouraged to provide more information to students regarding the services available to them. Table 13 shows the students' ranking of the various methods of information dissemination.

Table 13 - Effective Methods to Get Information to Students

Instructors in class	44.1%
Counselors	40.4%
Announcements	37.1%
Bulletin boards	35.1%
College newspaper	34.4%
College schedule	30.5%
Clubs	30.5%
Orientation	22.5%
Brochures	19.9%
Other	8.6%

Numerous comments and suggestions were made to get information to students. Some of the suggestions included mailing information directly to students, having students or peer counselors come to classes and speak about different programs, and posting information in the Viking Food Court.

Student Assistance

Student were asked the frequency with which they needed help in reading, writing, math, oral communications, library research, study skills, time management and term papers. Many of the students indicated that they need help in these subjects. Table 14 displays the distribution of responses.

Table 14 - Assistance Needed in the Following Areas

	Yes, quite often	Yes, sometimes	Yes, but rarely	No, never
Reading	6.8%	18.2%	23.0%	52.0%
Writing	16.2%	30.4%	21.6%	31.8%
Math	30.7%	26.0%	22.0%	21.3%
Oral communications	9.5%	23.0%	20.3%	47.3%
Library research	14.0%	22.0%	34.7%	29.3%
Study skills	16.1%	31.5%	26.2%	26.2%
Time management	18.8%	32.9%	25.5%	22.8%
How to do term papers	24.7%	28.0%	24.7%	22.7%

Attitude and Importance of Education

All of the students who were surveyed said that they had a positive or very positive attitude about education. A very large percentage said that education was very important to them (91.4%) and only 1.3% said it was only somewhat important. Personal determination and motivation is a recurring theme and seems to be a very important factor that has helped the students persevere in college. When the students were asked how important education is to them, 95.4% indicated that it is very important and 2.6% said it is important. Only 2% claimed that education was only somewhat important. However, only 64.5% of the students said that their graduation was very important to their family. Some of the students seemed to think that their families did not value their graduation from college and 9.9% indicated it was only somewhat important. A small percentage of respondents indicated that their graduation was not at all important to their family.

Students also indicated that their graduation was only somewhat or not at all important to their friends. More than 21% of the respondents felt that friends did not think their graduation was very important and 12.6% of them stated that their friends thought their graduation was not important.

Correlation Analysis of Social Integration Questions

The survey contained five questions related to students' attitudes about education and the attitudes and importance of their graduation as displayed by their family and friends. It was hypothesized that students who think education is important, who have a positive attitude about education, and whose parents and friends feel their graduation is important will have a better chance of success in college. All of these factors can be lumped together as social factors contributing to student success.

To test this hypothesis, an analysis was conducted on each of the five questions to examine any correlation between the respondents' attitude about education and their perception about their family and friends' attitudes. When all five questions were examined, some interesting correlations appeared. These results demonstrate that students who responded favorably about their attitude regarding education and had associated a high level of importance with education also perceived that their family and friends had positive attitudes. This result gives statistical support to a very logical finding; students who have support from family and friends are more positive about their education and are more successful.

An interesting fact, however, is that the correlation between the degree of importance the students perceived their friends as having regarding graduation was the lowest. When examining the correlation matrix, the relationship between the students' attitudes and a high degree of importance associated with education by their families was high, but the correlation was only minimal with their friends. Perhaps the students have friends who are not attending college and they are not supportive or they do not fully understand the importance of education. Table 15 shows the relationship between the variables.

Table 15 - Correlation Between Social Integration Questions
(Attitude and Importance of Education)

Correlation Matrix:	Attitude Re: Educ	Importance Education	Importance Personal	Importance Family	Importance Friends
Attitude Re: Education	**1.0000**				
Importance of Education	.3831	**1.0000**			
Importance Grad/Personal	.1670	.4465	**1.0000**		
Importance Grad/Family	.1215	.0762	.0503	**1.0000**	
Importance Grad/Friends	.0637	.0313	.0761	.3320	**1.0000**

Student Recommendations to Improve Services to Latino Students (Open-ended Responses)

The respondents were asked to give recommendations to improve the campus' services to Latino students. This question was open-ended and the full list of responses is in Appendix 4. There were numerous suggestions to increase the dissemination of information to the students. Many of the students were not aware of the services offered, especially the services targeted for Latino students. Some of the respondents went beyond campus services and made comments regarding curriculum and instruction, suggesting Chicano Studies or History of Mexico courses and instructional content that included cultural diversity issues.

Factor Analysis to Examine Factors Related to Student Success

Factor Analysis

Factor analysis is a statistical technique applied to a single set of variables where the researcher is interested in discovering which variables in the set form coherent subsets that are relatively independent of one another. Variables that are correlated with one another but largely independent of other subsets of variables are combined into factors. Factors are thought to reflect underlying processes that have created the correlations among variables. Each variable is expressed as a linear combination of a small number of common factors, which are shared by all variables, and a unique factor that is specific to that variable. The correlations between the variable arise from the "sharing" of the common factors. The common factors in turn are estimated as linear combinations of the original variables.

The first step of factor analysis is to compute a correlation matrix for all variables. Variables that do not appear to be related to other variables can be identified from the matrix and associated statistics.

The second step of factor analysis is called extraction. This step identifies the number of factors that are necessary to represent the data. In the extraction phase, the relationship between the factors and the individual variables may not be very meaningful. Often the variables and factors do not appear correlated in any interpretable pattern. Most factors are correlated with many other variables.

One of the goals of factor analysis is to identify factors that are substantively meaningful, in the sense that they summarize sets of closely related variables. The third step, the rotation phase, attempts to transform the initial matrix into one that is easier to interpret. A varimax rotation of the various factors was used for this study.

Factors Contributing to Student Success

A factor analysis was conducted to determine the various factors that students reported as components of success and obstacles to success.

When examining student reported factors that contributed to their success, four clusters emerged: (1) student activities, (2) learning resources, (3) special campus services, and (4) student services and faculty/student support. The rotated factor matrix is displayed as Table 16.

Table 16 - Students' Self-Reported Institutional Components of Success

Varimax Rotated Factor Matrix:

	Factor 1	*Factor 2*	*Factor 3*	*Factor 4*
Student Activities	.84524			
Campus Clubs	.83263			
Extra-Curricular	.80917			
Athletics	.72948			
Independent Study Labs		.76158		
Writing & Reading Ctr.		.75366		
Study Skills Services		.74678		
Workshops/Presentations		.59658		
Tutoring		.56692		
Adult Basic Education Lab			.78906	
On Campus Job			.77755	
Psychological Services			.76815	
Amnesty Education Office			.73919	
Counseling				.68358
Transfer Center				.68097
Instructor/Mentor				.58791
Study Groups				.53536
Financial Aid/EOPS				.52628

Additional Factors Contributing to Student Success

Another factor analysis was conducted to determine the various factors that students reported as components of success and obstacles to success. Students were asked to rate the helpfulness of six items: (1) family support, (2) support from friends, (3) financial support, (4) special courses, (5) community service activities, and (6) role models. Student reported factors were examined and two clusters emerged: people support and school and community support. The rotated factor matrix is included on the next page as Table 17.

Table 17 - Helpful Factors Contributing to Student Success

Varimax Rotated Factor Matrix:

	Factor 1 (People Support)	*Factor 2 (School and Community Support)*
Friends Support	.87958	
Family Support	.79197	
Role Models	.69508	
Community Service		.77628
Special Courses		.70085
Financial Support		.62285

More Factors Contributing to Student Success

A factor analysis was also conducted to determine factors that students reported as obstacles to success. When examining student-reported factors that were cited as barriers, five clusters emerged: (1) personal and transportation, (2) expectations, (3) loneliness and confusion, (4) personal and financial, and (5) time management. Some of the factors had a relationship with another factor, but had a higher correlation with a particular cluster. For example, the item "family problems" is correlated with factor 1 (personal and transportation), but the correlation is not as strong as the relationship with factor 2 (family and language problems and unreal expectations). There is a relationship, but a specific cluster has a more powerful relationship. The clusters and correlations are in **bold** and the factors that are correlated with another cluster are in regular text. The rotated factor matrix is displayed on the next page as Table 18.

Table 18 - Students' Self-Reported Barriers to Success in College

Varimax Rotated Factor Matrix:

	Factor 1	*Factor 2*	*Factor 3*	*Factor 4*	*Factor 5*
Distracted by Friends	**.84342**				
No Family Support	**.77177**				
Not Motivated Enough	**.71555**				
Transportation	**.59031**				
Language Problems		**.83637**			
Unreal Expectations	.60955	**.63926**			
Family Problems	.57662	**.59710**			
"Red Tape"			**.91934**		
Feelings of Isolation			**.71352**		
Little Knowledge of College		.51066	**.61769**		
No Child Care				**.87388**	
Problems with Spouse/Sig Other		.56921		**.70301**	
Not Enough Money			.52450	**.69299**	
Difficult Work Schedule					**.88674**
Availability of Classes					**.74206**
Other					**.65983**

Summary of Data From Survey

An executive summary of this report is included as Appendix 1. A summary of the data for each question, listed in a format similar to the original survey instrument and including the frequency and percentage of responses for each individual survey item is provided as Appendix 3.

DISCUSSION

Many interesting concepts have emerged as a result of this study. Much of the research on student retention is supported and information specific to Long Beach City College has been discovered. Overall, the results indicate that there are many services at Long Beach City College that have a positive impact on student success. There are also numerous external factors outside the college campus that students report as having both a positive and negative impact on their success.

There are themes related to student success and educational barriers that are evident in both the quantitative and qualitative information. Overall, the internal or institutional factors that contribute to student success are: (1) counseling, (2) financial aid, (3) an instructor/mentor, (4) the college's computer labs, (5) independent study labs, (6) special workshops/presentations for students, and (7) study groups. In the comments section, many of the students mentioned the Puente program, student activities and clubs, and specific college services designed for student success.

Many of the students surveyed indicated that they are not aware of the various services offered at LBCC. Getting information to students has always been a challenge and methods of information dissemination need to be created, improved and utilized. Staff and faculty need to be encouraged to help provide the students with the information they need. Often, staff and faculty are the only avenue through which a student can become aware of the special services offered.

When external factors were examined, personal motivation and persistence were very common components of success as mentioned by students in their open-ended responses. Other external factors that students report as contributing to their success are: (1) family support, (2) financial support, (3) support from friends, and (4) focused educational goals.

Conversely, external factors that were reported as barriers are: (1) lack of financial support, (2) lack of family support, (3) feelings of isolation on campus, (4) family problems, (5) underpreparedness, and (6) unrealistic expectations of college.

This analysis is very important because it concentrates on student success. Many studies focus on why students drop out or why they fail. This multi-faceted study which examines services at Long Beach City College, both internal and external factors that contribute to success, students' perceptions of Long Beach City College, and their awareness of programs, provides the college insight by supplying specific recommendations and suggestions to help improve services to Latino students. The results of this study are both informative and practical.

The information extracted from this study needs to be utilized to better support underrepresented students and provide an atmosphere at LBCC that promotes and encourages underrepresented and underprepared students to persist, learn, and succeed.

CONCLUSIONS

To better serve Latino students, community colleges must learn more about their educational goals and achievements. Of particular importance is research that examines the relationship between student success and motivation, faculty involvement, financial aid, and family support.

Supporting programs which contribute to student success and retention should be made a priority. Studies which examine student success and track students are important to demonstrate the effectiveness, usefulness, and necessity of programs designed to help students achieve their goals. Decisions supported by research will help provide programs and services for underrepresented students which are designed to produce capable and confident students.

As Miller (1990) so eloquently states:

> "The hope and frustration of efforts to retain at-risk students is that so much and so little are known about populations whose motivations and needs are increasingly imperative to the viability of the educational system. Ahead lies the necessity for degrees of commitment and action higher education has never mustered before. But also ahead is at least the potential for a more effective, more diverse, more responsible learning environment within which students who previously might never have been students may flourish."

Institutions must examine the institutional policies and programs and determine their impact on student success. It is particularly important to address the needs of underrepresented students. Every institution should formulate an institution-wide plan for serving its students who are underrepresented and should involve many campus organizations and individuals in the process. The development of and support for innovative programs designed to increase student retention and success will better serve students and, ultimately, increase graduation and transfer rates.

Student success and retention is important to Long Beach City College, but it is equally important to the state's and the nation's future. The decisions that are made, the policies that are drafted and the programs that are supported will have a serious impact on the economic future and the well-being of society. Community colleges and universities are role-models for educational institutions and for the structure of education. The colleges can contribute by meeting the needs and demands of today's students by providing the philosophy, policies, structure, and programs that improve the educational system's ability to help students reach their goals.

PROJECT DISSEMINATION

Several methods will be employed for distributing project results to interested parties. This study will be disseminated to local, state, and national audiences. A variety of presentations will be made and information technologies will be utilized to distribute this research to interested parties.

Local Level

At the local level, a request will be made to speak to the Long Beach Community College District Board of Trustees to provide information about the study. The Board of Trustees is responsible for all policy decisions at LBCC. Board support is important and an effort will be made to educate them about the results of the study and the importance of this type of analysis. A presentation will be made through the Puente Program at LBCC for faculty, staff, and administrators at Long Beach City College. The researcher will also request to be on the agenda at meetings held by the Educational Equity Task Force, the Matriculation Advisory Committee, the Curriculum Committee, the Research Advisory Committee and the Student Services Committee. Additionally, a presentation will be given to the various deans and department heads at a monthly meeting for instructional deans.

Long Beach City College has an active staff development office. It has already agreed to sponsor a workshop to allow the researcher to share the study and provide information to the college about the components of the students' educational experiences that have a positive impact. Helpful recommendations by the students will also be discussed. The LBCC Academic Senate, a group of faculty leaders will be informed about the study and the results will be used to improve the various programs and educational experience for students at LBCC.

State Level

Addressing the needs of the diverse student body is a statewide priority according to the Board of Governors of the California Community Colleges Report (1995). There is much interest in this topic at the state level.

The researcher will request an opportunity to present a workshop at the California Community Colleges Chancellor's Office Mega Conference (a yearly conference for both instructional and student services faculty and administrators), the Community College League of California's Annual Conference (CCLC), the Research and Planning Group's Annual Conference (a statewide research group for community colleges), and other conferences related to research or serving Latino and other diverse students.

California has two electronic bulletin boards which can be used to summarize project and research results and to invite interested participants to interact with one another. INFO-NET is widely used by faculty, staff, administrators and community college organizations and the GOPHER established by the Chancellor's Office is used by all community college personnel. Long Beach City College is linked to both bulletin boards. The researcher will post information to each of these bulletin boards. Information will also be posted on Internet bulletin boards dealing with educational programs, research, student retention and persistence, diverse students, educational equity, and other related issues.

National level

The researcher will request an opportunity to share the results of this study with appropriate conferences and organizations. The study will also be posted on the Internet on bulletin boards dealing with education and/or Latino issues.

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Appendices

- Executive Summary
- Latino Student Retention Survey
- Latino Student Retention Survey Summary
- Written Comments

Latino Student Retention Survey (Fall 1994)
Executive Summary
(N = 152)

Institutional or Internal Factors Affecting Student Success

- Use of counseling by students
- Financial aid for students
- An instructor/mentor (role model)
- The college's computer labs
- The college's independent study labs
- Special workshops/presentations for students
- The use of "study groups" by students
- Campus activities, clubs, organizations

Personal or External Factors Affecting Student Success

- Personal motivation and persistence
- Family support
- Financial support
- Friends' support
- Focused educational goals and direction

Factors Reported as Barriers to Student Success

- Lack of financial support
- Lack of family support
- Feelings of isolation on campus
- Family problems
- Underpreparedness
- Unrealistic expectations of college
- Difficult work schedule and family demands to earn money

Appendix - 2

Latino Student Retention Survey

The following questions have been developed to help colleges figure out which services are most helpful to Latino students. The survey is designed to provide information to improve the services which help students to succeed. The survey is also designed to identify the specific barriers that students confront in pursuing their educational goals.

Please answer the following items as thoroughly and accurately as possible by placing a check ( ) next to the response which most accurately reflects your attitude or opinion. All responses will be kept confidential and anonymous. The entire survey should take approximately 15 - 20 minutes to complete. Please return the survey to your instructor or mail it to Paul Creason at the address provided at the end of the survey. Once again, thank you for your cooperation and participation.

1) Gender: ___ Male ___ Female

2) What is your age?

___ 18-19 ___ 20-21 ___ 22-23 ___ 24-25 ___ 26-30

___ 31-35 ___ 36-40 ___ 41-45 ___ 45-50 ___ Over 50

3) Which term best describes your ethnic background?

___ Latino(a)
___ Mexican-American
___ Chicano(a)
___ Mexicano(a)
___ Hispanic
___ Central American
___ South American
___ Cuban
___ Puerto Rican
___ Other (please explain) ________________________________

4) What is your educational goal? (Please select only one)

___ Complete a certificate
___ Complete an associate degree
___ Complete a vocational degree
___ Complete an associate degree and transfer to a four-year college
___ Complete a vocational degree and transfer to a four-year college
___ Transfer to a four-year college or university
___ Discover/formulate career interests, plans and/or goals
___ Prepare for a new career (acquire job skills)
___ Advance in current job/career
___ Personal enrichment
___ Undecided on goal
___ Goal is not listed above
___ Other (please explain) ________________________________

5) Enrollment Status:

___ Full-time student (12 or more units)
___ Part-time student (Fewer than 12 units)

6) Number of units completed in college before this semester: ____________

7) Campus you attend: ___ LAC ___ PCC ___ Both

8) Has anyone in your immediate family (Father, Mother, Brother, or Sister) ever attended college? Yes ___ No ___

9) Has anyone in your immediate family (Father, Mother, Brother or Sister) ever graduated from college? Yes ___ No ___

10) What is your major?___________________________ or undecided about my major ___

11) Is English the primary language spoken in your home? Yes ___ No ___

12) What other language(s) is/are spoken in your home? ______________________________

____

____

13) Do you plan to graduate from a two-year college? Yes ___ No ___

14) Do you plan to transfer from a two-year college to a four-year college? Yes ___ No ___

15) I am aware that financial aid is available to students. Yes ___ No ___

16) I currently receive some kind of financial aid. Yes ___ No ___

17) I participate in extra-curricular activities at the college (clubs, sports, campus events, campus recreation facility). Yes ___ No ___

18) I study with others in my classes. Yes ___ No ___ Sometimes ___

19) I have one or more persons in my family or personal life that have really supported my educational goals. Yes ___ No ___

20) I have one or more persons on campus that have really supported my educational goals. Yes ___ No ___

21) I have had one or more faculty members who I consider my mentor or who have really helped me with my college experience? Yes ___ No ___

22) I have met with faculty outside of the classroom for social occasions (i.e., a party with classmates, personal conversation, casual study groups, etc.)

Not at all	Seldom or never	3 to 5 Times	6 to 10 Times	11 or More Times
___	___	___	___	___

22a.) If yes, was it a positive experience? Yes ___ No ___

23) How often do you personally use information from the following services:

	Not Aware of it	Seldom or never	3 to 5 Times	6 to 10 Times	11 or More Times
a) Counseling	___	___	___	___	___
b) Assessment Center	___	___	___	___	___
c) Job Placement	___	___	___	___	___
d) Re-entry Resource Center	___	___	___	___	___
e) Transfer Center	___	___	___	___	___
f) Programs for the Disabled	___	___	___	___	___
g) Career Center	___	___	___	___	___
h) Psychological Services	___	___	___	___	___
i) Financial Aid/EOPS	___	___	___	___	___
j) Student Activities	___	___	___	___	___
k) Writing and Reading Center	___	___	___	___	___
l) Tutoring	___	___	___	___	___
m) Adult Basic Education Lab	___	___	___	___	___
n) Study skills services	___	___	___	___	___

The following services are designed to help students in college. Please rate each service in regards to how helpful it was to you personally.

24) The following services or organizations are:

	Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have not Used
a) Counseling	___	___	___	___	___	___
b) Transfer Center	___	___	___	___	___	___
d) Financial Aid/EOPS	___	___	___	___	___	___
e) An instructor/mentor	___	___	___	___	___	___
f) On campus job	___	___	___	___	___	___
g) Student Activities	___	___	___	___	___	___
h) Computer labs	___	___	___	___	___	___
i) Writing and Reading Center	___	___	___	___	___	___
j) Adult Basic Education Lab	___	___	___	___	___	___
k) Study skills services	___	___	___	___	___	___
l) Tutoring	___	___	___	___	___	___
m) Extra-curricular activities	___	___	___	___	___	___
n) Workshops/Presentations	___	___	___	___	___	___
o) Independent study labs (Video & Audio tapes, slides, filmstrips, etc.)	___	___	___	___	___	___
p) Study groups	___	___	___	___	___	___
q) Campus clubs/organizations	___	___	___	___	___	___
r) Psychological Services	___	___	___	___	___	___
s) Amnesty Education Office	___	___	___	___	___	___
t) Athletics/Intramural sports	___	___	___	___	___	___

25) What other services helped you to accomplish your goals in college?

____

____

26) Do you spend any time with friends from college at social gatherings (parties, dances, etc.)? Yes ___ No ___

27) Please rate how helpful the following factors were in your college success:

	Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have not Used
a) Family support	___	___	___	___	___	___
b) Support from friends	___	___	___	___	___	___
c) Financial support	___	___	___	___	___	___
d) Special courses	___	___	___	___	___	___
e) Community service activity	___	___	___	___	___	___
f) Role models	___	___	___	___	___	___

28) What would you say is the single most important thing that has contributed to your success in college?

____

____

29) Please check whether the following has been a barrier you have faced while attending college (Please check all that apply)

	Yes, a major barrier	Yes, a minor barrier	Not at all a barrier
a) Transportation	___	___	___
b) Not enough money	___	___	___
c) No child care	___	___	___
d) No family support	___	___	___
e) Feeling of isolation on campus	___	___	___
f) Unprepared for college	___	___	___
g) "Red tape" or institutional policies	___	___	___
h) Unreal expectations	___	___	___
i) Distracted by friends	___	___	___
j) Family problems	___	___	___
k) Problems with my husband/wife or significant other	___	___	___
l) I was not motivated enough at first	___	___	___
m) Language problems	___	___	___
n) Little knowledge of how college would be	___	___	___
o) A difficult work schedule	___	___	___
p) The availability of classes at LBCC did not fit my schedule	___	___	___
q) Other: ____________________	___	___	___

Comments:

30) How well has Long Beach City College (LBCC) met your expectations regarding the education that you are receiving?

____ LBCC has exceeded my expectations
____ LBCC has met my expectations
____ LBCC has not met my expectations

31) How well has LBCC met your expectations regarding your overall college experience?

____ LBCC has exceeded my expectations
____ LBCC has met my expectations
____ LBCC has not met my expectations

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
32) I believe that a high degree of motivation exists among:						
a) My college friends	___	___	___	___	___	___
b) Other students	___	___	___	___	___	___
33) I am certain about my career goals.	___	___	___	___	___	___
34) I believe that this college meets the needs of its Latino students.	___	___	___	___	___	___
35) I am aware of programs which support minority students with their schooling.	___	___	___	___	___	___

36) What is the best method of getting information about services to students, especially Latino students?

___ Instructors in class
___ Counselors
___ Orientation
___ Brochure
___ College Newspaper
___ Other
___ Clubs
___ Bulletin Boards
___ Announcements
___ College Schedule

If other, please specify:

	Yes, Quite Often	Yes, Sometimes	Yes, But Rarely	No, Never
37) I needed assistance in the following areas:				
a) Reading	___	___	___	___
b) Writing	___	___	___	___
c) Math	___	___	___	___
d) Oral communications	___	___	___	___
e) Library research	___	___	___	___
f) Study skills	___	___	___	___
g) Time management	___	___	___	___
h) How to do term papers	___	___	___	___

38) Please rate your attitude regarding education:

___ Very Positive ___ Positive ___ Negative ___ Very Negative

39) How important is education to you?

___ Very Important ___ Important ___ Somewhat important ___ Not Important

40) How important is it to you personally that you graduate from college?

___ Very Important ___ Important ___ Somewhat important ___ Not Important

41) How important is it to your family that you graduate from college?

___ Very Important ___ Important ___ Somewhat important ___ Not Important

42) How important is it to your friends that you graduate from college?

___ Very Important ___ Important ___ Somewhat important ___ Not Important

43) Please specify how LBCC might improve the campus' services to Latino students:

==

44) I am willing to be personally interviewed regarding my views about the successful education of Latino students. (Please print your name and telephone number)

Name: ____ Phone: (____)__________________

Please use this sheet to make any additional comments that you would like to express regarding anything that has contributed to your success in college or any barriers you have faced.

Please return to your instructor or to:

Paul Creason, Research Analyst
Educational Support Services (Room #L-227)
Long Beach City College
4901 E. Carson Street, Long Beach, CA, 90808
(310) 420-4546

Thank you for your important input. This survey will help to determine any necessary changes at this college and will work to improve the quality of the educational programs offered at LBCC.

Appendix - 3

Latino Student Retention Survey Results (Fall 1994)

The following questions have been developed to help Long Beach City College (LBCC) determine which services are most helpful to Latino students. The survey is designed to provide information to improve and support the services which help students to succeed. The survey is also designed to identify the specific barriers that students confront in pursuing their educational goals. The survey was distributed to a random selection of courses at Long Beach City College. Each of the instructors was asked to administer the survey to the Latino students in their class who had completed at least one year of college. One hundred and fifty-two students responded to the survey. The following represents the characteristics of the survey population and their responses to the questions:

1. Sex: Male 30.9% Female 69.1%

2. Age:

18-19	21.7%
20-21	27.6%
22-23	16.4%
24-25	8.6%
26-30	12.5%
31-35	5.9%
36-40	2.0%
41-45	2.0%
45-50	2.0%
Over 50	1.3%

3. Ethnic Identification:

Latino	5.3%
Mexican-American	36.2%
Chicano	3.9%
Mexicano	22.4%
Hispanic	11.2%
Central American	11.2%
South American	.7%
Cuban	1.3%
Puerto Rican	2.0%
Other	2.6%
No Response	3.3%

4. What is your educational goal?

	Percent	*Number*
Complete a certificate	2.0%	3
Complete an associate degree	9.9%	15
Complete a vocational degree	2.6%	4
Complete an associate degree and transfer to a four-year college	38.8%	59
Complete a vocational degree and transfer to a four-year college	2.0%	3
Transfer to a four-year college or university	32.9%	50

Discover/formulate career interests, plans and/or goals	1.3%	2
Prepare for a new career (acquire job skills)	0.0%	0
Advance in current job/career	.7%	1
Personal enrichment	0.0%	0
Undecided on goal	2.6%	4
Goal not listed above	0.0%	0
Other	2.0%	3
No Response	5.3%	8

5. Enrollment Status:

	Percent	*Number*
Full-time student (12 or more units)	67.1%	102
Part-time student (Fewer than 12 units)	32.2%	49
No Response	.7%	1

6. Number of Units Completed:

Range	12 to 99 units
Mean	38.8
Median	35.0
Mode	30.0

7. Campus:

	Percent	*Number*
Liberal Arts Campus	70.4%	107
Pacific Coast Campus	5.3%	8
Both Campuses	21.7%	33
No Response	2.6%	4

8. Has anyone in your immediate family (Father, Mother, Brother or Sister) ever attended college?

Yes	64.5%
No	34.2%
No Response	1.3%

9. Has anyone in your immediate family (Father, Mother, Brother, or Sister) ever graduated from college?

Yes	36.2%
No	63.2%
No Response	.7%

10. What is your major?

	Percent	*Number*
Undecided	18.4%	28
Nursing	15.1%	23
Business	9.2%	14
Psychology	7.9%	12
Liberal Arts	6.6%	10

Medical Assistant	3.9%	6
Word Processing	3.3%	5
Spanish	3.3%	5
Criminal Justice	3.3%	5
Biology	2.6%	4
Law	2.6%	4
Teaching	2.0%	3
Liberal Studies	2.0%	3
Computer Science	2.0%	3
Political Science	2.0%	3
Fire Science	1.3%	2
Art	1.3%	2
Social Work	1.3%	2
Fashion Merchandise	1.3%	2
Anthropology	1.3%	2
Architecture	.7%	1
Auto Mechanics	.7%	1
Child Development	.7%	1
Mechanical Engineering	.7%	1
Journalism	.7%	1
Interior Design	.7%	1
Early Childhood Education	.7%	1
Sociology	.7%	1
English	.7%	1
Electrical Engineer	.7%	1
Robotics	.7%	1
Travel Tourism	.7%	1
Graphic Design	.7%	1
No Response	.7%	1

11. Is English the primary language in your home?

Yes	48.7%
No	50.0%
No Response	1.3%

12. What other languages are spoken in your home?

All respondents indicated Spanish was the other language spoken in their home.

13. Do you plan to graduate from a two-year college?

Yes	73.0%
No	23.7%
No Response	3.3%

14. Do you plan to transfer from a two-year college to a four-year college?

Yes	86.2%
No	11.8%
No Response	2.0%

15. I am aware that financial aid is available to students.

Yes	96.7%
No	3.3%
No Response	0.0%

16. I currently receive some kind of financial aid.

Yes	51.3%
No	48.7%
No Response	0.0%

17. I participate in extra-curricular activities at the college (clubs, sports, campus events, campus recreation facility).

Yes	34.9%
No	63.8%
No Response	1.3%

	Yes	*No*	*Sometimes*
18. I study with others in classes.	26.3%	27.6%	46.1%

19. I have one or more persons in my family or personal life who have really supported my educational goals.

Yes	88.2%
No	11.8%
No Response	0.0%

20. I have one or more persons on campus who have really supported my educational goals.

Yes	58.6%
No	40.8%
No Response	.7%

21. I have had one or more faculty members whom I consider my mentor or who have really helped me with my college experience?

Yes	48.0%
No	51.3%
No Response	.7%

22. I have met with faculty outside of the classroom for social occasions (i.e., a party with classmates, personal conversation, casual study groups, etc.)

Not at all	Seldom or never	3 to 5 times	6 to 10 times	11 or More times
35.8%	27.2%	16.6%	7.3%	13.2%

22a. If yes, was it a positive experience?

	N = 94
Yes	95.7%
No	4.3%

23. How often do you personally use information from the following services:

		Not aware of it	Seldom or never	3 to 5 times	6 to 10 times	11 or More times
a.	Counseling	3.3%	39.3%	42.0%	10.7%	4.7%
b.	Assessment Center	18.8%	65.1%	14.1%	2.0%	0%
c.	Job Placement	18.8%	71.1%	6.0%	2.0%	2.0%
d.	Re-entry Resource Center	50.3%	45.6%	2.0%	.7%	1.3%
e.	Transfer Center	21.8%	57.1%	17.7%	2.7%	.7%
f.	Programs for the Disabled	39.2%	54.7%	4.7%	0%	1.4%
g.	Career Center	23.0%	61.5%	11.5%	2.0%	2.0%
h.	Psychological Services	43.5%	51.7%	2.0%	1.4%	1.4%
i.	Financial Aid/EOPS	8.1%	50.0%	26.4%	6.1%	9.5%
j.	Student Activities	15.5%	57.4%	17.6%	4.1%	5.4%
k.	Writing and Reading Center	14.0%	64.7%	14.0%	4.0%	3.3%
l.	Tutoring	17.4%	63.1%	13.4%	2.0%	4.0%
m.	Adult Basic Education Lab	44.3%	53.0%	1.3%	.7%	.7%
n.	Study Skills Services	25.3%	57.3%	12.7%	2.0%	1.3%

24. The following services or organizations are:

		Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have Not Used
a.	Counseling	31.5%	29.5%	18.8%	7.4%	3.4%	9.4%
b.	Transfer Center	11.4%	18.1%	16.8%	4.7%	.7%	48.3%
c.	Financial Aid/EOPS	37.6%	16.1%	14.1%	2.7%	4.0%	25.5%
d.	An instructor/mentor	24.7%	26.0%	10.3%	5.5%	1.4%	32.2%
e.	On campus job	6.1%	7.5%	4.1%	4.8%	2.0%	75.5%
f.	Student Activities	13.5%	12.2%	15.5%	2.0%	1.4%	55.4%
g.	Computer labs	23.8%	20.4%	11.6%	2.7%	2.0%	39.5%
h.	Writing and Reading Center	10.1%	16.2%	11.5%	2.7%	2.0%	57.4%
i.	Adult Basic Education Lab	3.4%	4.8%	3.4%	1.4%	2.0%	85.0%
j.	Study skills services	8.1%	14.2%	7.4%	1.4%	1.4%	67.6%
k.	Tutoring	13.0%	13.7%	8.2%	2.7%	1.4%	61.0%
l.	Extra-curricular activities	9.5%	17.7%	10.9%	2.0%	1.4%	58.5%
m.	Workshops/presentations	15.2%	19.3%	11.0%	2.1%	.7%	51.7%
n.	Independent study labs (Video & audio tapes, slides, filmstrips, etc.)	15.0%	19.7%	12.2%	2.0%	.7%	50.3%
o.	Study groups	18.8%	15.4%	15.4%	2.7%	2.0%	45.6%
p.	Campus clubs/organizations	15.0%	10.9%	10.2%	1.4%	2.0%	60.5%
q.	Psychological Services	2.7%	2.7%	2.7%	2.0%	2.0%	87.9%
r.	Amnesty Education Office	6.0%	6.0%	.7%	1.3%	3.3%	82.7%
s.	Athletics/Intramural sports	13.4%	10.1%	8.1%	3.4%	2.0%	63.1%

25. *Other services that have helped students accomplish their goals:*

SEE WRITTEN COMMENTS

26. Do you spend any time with friends from college at social gatherings (parties, dances, etc.)?

Yes	53.6%
No	46.1%
No Response	.7%

27. Please rate how helpful the following factors were in your college success.

	Very Helpful	Helpful	O.K.	Not Much Help	No Help	Have Not Used
a. Family Support	59.6%	17.2%	12.6%	4.0%	4.0%	2.6%
b. Support from friends	43.4%	24.3%	19.1%	7.2%	2.6%	3.3%
c. Financial support	48.0%	13.3%	12.0%	7.3%	4.7%	14.7%
d. Special courses	18.2%	26.4%	14.9%	2.0%	2.0%	36.5%
e. Community service activity	13.9%	13.2%	15.2%	4.0%	2.6%	51.0%
f. Role models	27.5%	24.8%	22.1%	4.0%	.7%	20.8%

28. What was the single most important thing that contributed to your success in college?

SEE COMMENTS

29. Barriers faced while attending college:

	Yes, a major barrier	Yes, a minor barrier	Not at all a barrier
a. Transportation	10.7%	32.0%	57.3%
b. Not enough money	36.5%	37.2%	26.4%
c. No child care	7.5%	8.2%	84.4%
d. No family support	6.8%	13.6%	79.6%
e. Feeling of Isolation on campus	9.5%	27.0%	63.5%
f. Unprepared for college	16.9%	35.8%	47.3%
g. "Red Tape" or institutional policies	10.2%	23.8%	66.0%
h. Unreal expectations	6.8%	31.1%	62.2%
i. Distracted by friends	5.4%	36.5%	58.1%
j. Family problems	16.1%	35.6%	48.3%
k. Problems with my husband/wife or significant other	8.8%	23.8%	67.3%
l. I was not motivated enough at first	17.0%	29.3%	53.7%
m. Language problems	5.4%	16.9%	77.7%
n. Little knowledge of how college would be	15.1%	34.9%	50.0%
o. A difficult work schedule	23.1%	38.1%	38.8%
p. The availability of classes at LBCC did not fit my schedule	17.1%	41.1%	41.8%
q. Other *	46.7% *	16.7% *	36.7% *

* *Only 30 respondents*

30. How well has Long Beach City College met your expectations regarding the education that you are receiving?

LBCC has exceeded my expectations	23.3%
LBCC has met my expectations	72.0%
LBCC has not met my expectations	4.7%

31. How well has Long Beach City College met your expectations regarding your overall college experience?

LBCC has exceeded my expectations	18.8%
LBCC has met my expectations	71.8%
LBCC has not met my expectations	9.4%

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion
32. I believe a high degree of motivation exists among:						
a. My college friends	28.5%	37.1%	21.2%	3.3%	2.6%	7.3%
b. Other friends	12.8%	31.1%	37.2%	4.7%	2.7%	11.5%
33. I am certain about my career goals.	46.7%	28.0%	14.0%	8.0%	1.3%	2.0%
34. I believe this college meets the needs of its Latino students.	8.6%	29.8%	29.8%	9.3%	8.6%	13.9%
35. I am aware of programs which support minority students with their schooling.	8.6%	28.5%	26.5%	17.9%	8.6%	9.9%

36. Best method of getting information out to students:

Instructors in class	44.1%
Counselors	40.4%
Announcements	37.1%
Bulletin boards	35.1%
College newspaper	34.4%
College schedule	30.5%
Clubs	30.5%
Orientation	22.5%
Brochures	19.9%
Other	8.6%

OTHER COMMENTS REGARDING INFORMATION TO STUDENTS ARE LISTED IN COMMENTS SECTION

37. I need assistance in the following areas:

		Yes, quite often	Yes, sometimes	Yes, but rarely	No, never
a.	Reading	6.8%	18.2%	23.0%	52.0%
b.	Writing	16.2%	30.4%	21.6%	31.8%
c.	Math	30.7%	26.0%	22.0%	21.3%
d.	Oral communications	9.5%	23.0%	20.3%	47.3%
e.	Library research	14.0%	22.0%	34.7%	29.3%
f.	Study skills	16.1%	31.5%	26.2%	26.2%
g.	Time management	18.8%	32.9%	25.5%	22.8%
h.	How to do term papers	24.7%	28.0%	24.7%	22.7%

38. Attitude regarding education:

Very Positive	72.4%
Positive	27.6%
Negative	0%
Very Negative	0%

39. Importance of education:

Very Important	91.4%
Important	7.2%
Somewhat important	1.3%
Not Important	0%

40. Personal importance that you graduate from college:

Very Important	95.4%
Important	2.6%
Somewhat important	2.0%
Not Important	0%

41. Family importance that you graduate from college:

Very Important	64.5%
Important	24.3%
Somewhat important	9.9%
Not Important	1.3%

42. How important is it to your friends that you graduate from college?

Very Important	31.1%
Important	34.4%
Somewhat important	21.9%
Not Important	12.6%

43. Please specify how LBCC might improve the campus' services to Latino students:

SEE COMMENTS SECTION

Latino Student Retention Survey Comments

25) What other services helped you to accomplish your goals in college?

College-Wide Services

The college references in library occupational index
Women's Center - Pat Parris
All services offered by school (no exceptions)
Career-planning class with Dorothy Mitchell
Scott in Library--Workshops--Nursing Resource Center--Some instructors
Financial Aid (4)
Computer Room in the library. But there needs to be a room where computers are available during the day and not where students get pushed out because of classes being in there.
Food services (2)
Student Nurses' Association
EOPS (2)
Learn II have done the most for me (2)
Mostly the Transfer Center
Career Center
Just Counseling and Career Center (4)
ASB
Library (2)

Departmental

Particularly my Dept. Head
Conferences given by some of the instructors I have had
Department services
Mathematics lab

Social Support

My family (4)
Fellow students (2)
Friends (4)

Self-Reliance

Having role models, or by being the oldest trying to set an example to my younger siblings
Nothing but my own effort is helping me succeed through college. (2)

None/no other services

There wasn't much that aided me, because I am not too familiar with the school's services. (3)
They have all been listed. (2)
I haven't used any others.

Other Comments

Help me to get my present job, because I am enrolled in college.
And baseball keeps me coming to school.
The clerks have been helpful with my quick questions about my educational records and questions concerning transferring.
Helping others outside of school--by doing community service and learning about our community and what it needs.
Networking (word of mouth) also the Veterans Affairs Office in terms of financial need, but there needs to be a much better Veterans Program and support services at LBCC for adult students in general.

The services that help me, is when my club helps me in difficult things that I need help in.
Mostly information offered in IGETC; flyers, pamphlets, curriculum guides.

28) What would you say is the single most important thing that has contributed to your success in college?

Self-Reliance
Personal determination (10)
Personal goals/desire to succeed (5)
My self-esteem
My ambition
Self motivation (3)
My studying
Dedication (3)
My love of learning, my struggle for success
Myself (5)
It's that I've been able to stay focused and not be distracted
Self-motivated (3)
My faith in myself to accomplish what I need to
I learned that I can achieve anything

Social Support
My family/parents (38)
Friends (14)
No pressure from parents to accomplish my goal as soon as possible
Support from my co-workers and supervisors
My role models, like my co-worker in the hair salon. She's 50 and just finished college, and my boyfriend now is an engineer

Financial Reasons
Financial Aid/Support (11)
Me not working and being able to go full time
Affordable tuition

Future Goals
Wanting to be a teacher makes me come to school. (2)
The drive for success and the drive for education
Ways to accomplish my goals, self discipline, values I have been taught
My goal of attending a four-year college and getting a good job (2)
Motivated by the belief that a college degree will allow me to obtain a rewarding career (2)
Wanting to live a better life, creating a future for myself (2)
Having a dream that I want to attain
My strong attitude of making something of myself; not to be like everyone else in my family

School Services
Tutoring services
Computer labs (I don't have one); library
The Job Placement Center--they helped me get a job so I could pay for school.
The Study Lab for AP41
Gay Genet, the Career Center
Help from a counselor at LBCC (2)
After attending a few self esteem workshops in the Learning Center at PCC

"P.A.L.E." Program.

Departmental Support/classes
Encouragement of Dept. Head. I read a lot of encouraging books and articles
English classes
All of the instructors I have had. They really have encouraged me to follow my goals
Overall good availability of classes
Personal attention from the instructors of the Art Department
Most of the teachers were very helpful. (Computer Center w/writing papers)
Instructors listen to your needs--always!
The understanding, patience of some of my teachers, supervisors and staff in general

Peer Support/Activities
My study skills improved from studying with groups and talking to people in my major.
Soccer team, tutors
Being involved with school activities and getting to know the staff
Taking learning skills classes and joining service clubs on campus

Other Comments
The times I have failed to take my education seriously, as a result it has made my life a lot harder.
The most important thing is just being back in school.
Prep courses

Have Not Achieved Success
I am still having trouble succeeding the way I want to.
Have not had success in college yet

29) Other barriers you faced while attending college:

Financial
Work
Financial problems and working too much to support myself which has interfered with my schooling (4)
We need scholarships.

Study Skills
Knowing how to study properly and managing time.

Class Offerings
That some classes are only offered on this campus
Limited science classes and labs. I tried to sign up for a Biology 60 lab class three times and couldn't get in. I only was able to make it by petitioning to get into the class.
Also times of classes: They should start some nursing courses at nighttime or afternoon for working adults with children.

Teaching Style
I have problems relating to teachers who do straight lectures. I need interaction and personal interest!

Specific Incidents/Teachers
I had a major problem in regards to a class I had taken in 1981. The college had suddenly lost my Section # for that year which affected my current class sign up. I had to constantly call the Admissions Office on my time which was very hard.

My grades dropped most when I tried to be on the newspaper, student counsel, and a social service club in 1 semester. I only received 1 "F" in all my years at LBCC. Mr. " " English 2 Class. (Personality conflict) I still to this day consider the man a jerk!

Family Obligations

Many times I have started and then had to stop because of family responsibilities, and my husband's priorities were not the same as mine. I am so close to finishing it frightens me. I'm so afraid something else will get in my way, and my dream will be put on hold again. I guess I'm really afraid of failing myself and my dream of finishing school.

Some of the barriers that I've faced are baby-sitting arrangements or child care. These were the major barriers.

Racial Issues

Here in LBCC, as a Latina, you feel excluded and looked down on. I think because Latinos here at LBCC are not predominant. But that is not going to stop me! Not enough sleep time from work

Not enough information about services provided, the lack of minority groups services, and the unfamiliarity about the college system have been barriers also.

Personal Issues

Getting up early

Not being motivated enough at first is the one that I would attribute my problems with college with.

I am in the basis of learning how to do it and when to go. I feel motivated only because I've always wanted to finish college and to make a better life for myself and my two children. However, there are some (most) incapabilities that I've noticed I have which cause me to feel somewhat down about everything else around me. I just don't know where to begin so I can feel some achievement.

Transportation

I wish the college could provide driving lessons for those who do not drive and cannot afford a driving school.

Commuting back and forth from home to work to school in any order

Other Comments

I wish there was an easier way of finding out how to go about college life. The only way I have found out was through experience.

Baseball

No Barriers Listed

I am probably an exception, but I've always had strong family support and have been very successful as a result.

LBCC is the best college around.

The University I attended was 5 hours away from home, and it was the first time that I had moved away from my family. It was a great transition going from L.A. to a small town.

36) What is the best method of getting information about services to students, especially Latino students? (Other than those mentioned)

Other students. (3)

The best by mailing to their houses the information (5)

All of the above; the more is said or advertised, the more informed we are. Got to cover all bases. The most important are the instructors, brochures, the College Schedule, the Press-Telegram, and cable TV (media.)

I have not heard anything from anyone/anything else but an instructor until today.
Does it matter?
At homecoming club, rallies, or perhaps in the cafeteria
Perhaps have a representative of a Latino group actually come in to the class and explain and present our options for college!

43) Please specify how LBCC might improve the campus' services to Latino students:

Dissemination of Information
LBCC just needs to get the information out that there are services available to help Latinos be more successful (via bulletin boards, teachers, counselors, fliers, announcements, etc.) (11)
When you go to counseling, the counselor should be a little more concerned with the students and what they doubt and a better guidance. It seems to me that when you go and see them, most of them just want to get over with the session and get you out of there. We really need to emphasize on that so they will give the attention to the student that is deserved.
By making them more accessible to students. I am honestly not aware of any student services that apply to Latinos. I don't want a social club for Latinos. I want support and information. I'd really like to see more guidance given to the Latinos.
I felt that there was not any specific overall program facilitation available, but now I have heard about "Puente" and I think it's great. I haven't had an opportunity to get much information on it, but from the brochure it seems to be a great start for Latinos that enroll at LBCC!
I believe that possibly during orientation visits from high school students would help and also putting some of the services available in the class schedule would help get the word out about Latino services. Mostly I think that word of mouth of the services offered by LBCC is passed on from student to student. I would like to see Latino Reps. going to high schools and motivating other Latino students to get into college and become more successful in life, also show them that their goals can be completed with effort.

Unaware of Services Targeted at Latinos
I really don't know any of the things LBCC does to help the Latino Students.
I don't think I can suggest a way to make services to Latino students better, because I don't see campus' services to Latino students. All I see is campus services to all students. Right now, all I have is questions, not suggestions!

Financial Support
Encourage scholarship programs, introduce the patterns of college.
Give us money.
Give us scholarships for those that don't qualify for the terrible regulations of Financial Aid.
Give us more scholarships. We need more tutors. More counselors to help Latinos are needed.
Give the students that need financial aid--financial aid.
Not cut EOPS off to students who previously attended college years back.

Specific Suggestions
Throughout a more proactive interaction with PCC. PCC is isolated and unheard of. The needs of students at PCC are equal or out weigh the needs of the students here at LAC.
LBCC should have a special office designed specially for the Latino students. LAC needs an office, like the Amnesty Office at PCC, in which we as students can ask questions about the college system, to get special orientation about how to survive in college, and how to get through college without wasting too much time. The Writing and Reading Center needs more ESL instructors at LAC. I am personally having too much difficulty trying to get my reading speed built up in order to get my proficiency. Also, we need information on how to get private and scholarship awards since we need some more money.
I think that the "Puente Program" will be a great start for LBCC to get Hispanic students involved in school. LBCC should also consider having a mentor program offered to all

students, especially Latinos. Furthermore, LBCC needs a program that informs the Mexican-American students how the local politics affect them and how their vote can change issues. In regards to politics, Chicanos need to be educated about the process of becoming a citizen and getting out to the polls and casting a vote. The services offered now are good and they do reach the students. But there is still a lot more that could be done.

LBCC should have counselors or even students go to the local high schools and sit down with the students and speak with them either on a group basis, or better yet, an individual basis about getting motivated college. Not enough minority, or for that fact (most teenagers) need to develop goals and dreams! Many of the Latino groups in deep Long Beach and Los Angeles are too gang related. We need to help them--SOON!

Long Beach City can improve campus' services to Latinos that are epileptic on a one to one study program. As an epileptic myself, there are times when I have a hard time understanding what I read or what the instructor is saying without having him repeat himself.

PS. I am very proud of myself to be where I am in my education. All I need is for the workplace to hire me, so I can use my skills that I have accomplished here at the college.

A campus child care at LAC

A special orientation for Latinos. A club for Latinos only, not just for PCC but here too, in Liberal Arts campus.

By creating programs which mentor and tutor students. It's very important to reach students during their last year in high school. I, unfortunately, was not very prepared for college, and there was no one introducing me to college and survival as a new student. I attended and graduated from Educational Partnership High School (EPHS) in Long Beach. There were no classes or college orientation days available. The only help that I received was from my Independent Study teacher, Lisa Lamb. She gave me some college and Financial Aid materials and helped me to get the assessment test.

You should have more counselors available for the evening students; 2) have the instructors emphasize the importance of getting a college education; 3) Latino students need more role models. First generation Latinos don't normally have college educated parents who motivate them to stay in school.

Cultural Diversity

Be more in touch with their culture, informative programs for all. Auditorium concerts and culture awareness, gatherings, etc. ....more Hispanic teachers and administrators.

It seems that whenever there is some kind of cultural display, whatever group is in charge tries to show other students how much better they are, even the Latino groups. My suggestion would be for them to display their accomplishments but in no way should they try to emphasize that they are better. This would make it a more comfortable environment to all students, not just Latinos.

It may be a good idea to have assemblies or shows showing the culture of and history of Latino/Hispanic heritage. Rarely have I seen much excitement in this topic, yet Latino students are second in enrollment numbers.

It would be good if more things were translated (Newspaper)

They could improve by promoting more of the events that are happening in the community.

Curriculum/Instruction

We need classes that can teach history of Latin America, Central America, South America, Spain and Mexico, not just Mexico. We need to learn more about our culture and these classes can be helpful. We've taken up to Spanish 25, but what I need to learn also is about the present.

I think a Latino-oriented history class should be included at LBCC. There seems to be a history class for Japan, India, Russia, but not any Mexican history or history of any other Hispanic countries.

Too late, now I'm gonna graduate soon! Should have some kind of Chicano Studies class. You have classes on Black History, why not Hispanics?

Offer Latino history classes! Change history classes; LBCC should make EOPS bigger! Nursing Program bigger! Summer classes bigger!

Have more diversity in Literature/History classes (Political Science & Government too) even within the Latino community. I take no offense, however, we are not all Mexicans and do not relate to the Mexican experience. But believe me, Mexico is a good place to start, since it constitutes most of Latino students in Southern California. Also, take into consideration that many are not (legal) permanent residents but have lived here for years awaiting their visas. These are neither out-of-state nor foreign students--don't make them pay those outrageous tuition fees of $122/unit (or whatever the exact figure may be).

Offer upper level Spanish classes that take 2 semesters to complete.

The way LBCC might improve campus services to Latinos will be if in the classrooms our instructors could mainly pay attention to us and really give us help so we could improve. And also help us decide what we want to do for our lives. Thanks for helping us. In need.

I would like to see more Latino representation in the Math and Science Department.

Also, not all programs are available to all students. For example, the new Puente Program, beginning in Spring 1995. The only people who qualify are those who have not taken English 105 and 1. What happens to the students who have taken these courses, want or need the help, and want to be involved?

I feel that LBCC college can improve its campus' services to Latino students by offering more programs that are targeted towards Latinos. There should be some type of initiative to motivate Latino students to stay in school, because many just attend for one semester and then drop out. Also, offering classes on studies of our cultures within the Latino community would greatly be appreciated. And, last but not least, more on campus clubs for Latinos, because maybe the ones on campus do not appeal to some Latinos and a diversity might offer the chance to motivate them to join.

Additional Activities

More activities for Latino students to get together. Maybe have some classes along with services to help Latino students learn and expand on their cultures. Make Latino clubs more visible and available to recognize.

There seems to be no history courses that Latinos like me can relate to. No Mexican History or Latino History--Why? There's Chinese, American and other types of courses to take but no Mexican!

Please make more Latino programs for the Latino students.

Extending more Latino clubs and services. (Puente) Perhaps even more Latino instructors as well (This would be nice for a change.) These are all the ideas I can provide at this time.

Start up Latino clubs; Puente is a good idea. Should have been started sooner.

More Latino activities

The Puente Program

If they will open up a class for Chicano Studies. At this point they are helping by providing the Puente System for Latinos.

Expand the Puente Program for all Latinos, not just for students in English 105 or English One.

More social clubs, more orientations and counseling programs

I think that we should have a Latino club like Mecha, LULAC, etc. I think that helps a lot. It encourages us to go on, to be together, to learn more about our cultures, and to help each other. Latino professors should be more involved and help the students.

When Latinos have their own club, take care of it, and not to let outsiders take over it. Have Spanish speakers that would motivate all Latinos to continue in school, and study a career that will lead them into a good paying job.

Bilingual Counselors

I personally believe that LBCC has done a great job in helping me as a Latino student to continue my educational plans. I appreciate all the financial help. The only thins is that it's hard to schedule appointments with counselors. I would love to have at least one opportunity to talk to a bilingual counselor about my future plans. If that is available, I don't know! How could I find out?

Maybe by letting Latino students know where we could find help. Having Latino counselor would probably be a great help, because he/she can have an understanding about Latino(a) background. This could make the Latino student feel more at ease and more comfortable about LBCC. I'm not saying Anglo or African people cannot help, but it is definitely not the same as having someone that can culturally relate to ones life.

No Suggestions

I have no ideas. Sorry!

You already do enough. The rest we the Latinos will do when it is necessary.

Not sure. I don't think they need any special attention.

Some more ways of communication to attract the Latino students back to the college campus

I really don't have any suggestions, for I haven't had any major difficulties.

This school is very responsive to Latino students. Without fail I have been encouraged and supported in my scholastic endeavor. I have nothing but good to say.

Not really sure. This is my first semester at Long Beach City College. I don't have any bad remarks towards this campus; I like it somewhat. But the help I need is my problem, and I need to help myself.

It is difficult to say, because I believe a lot of it has to do with the family structure. It might be helpful for teachers and counselors to advertise more about special services for Latino students.

Not important

Don't see anything that needs improvements as far as Latinos exclusively. There is a large Latino population here that doesn't seem to be discouraged by any campus problems.

None that I can think of

They give support to all Latino students. The people are wonderful.

As for my experience, LBCC has been quite helpful. I rarely make use of services at school, because I haven't had the need to use them yet, but I am aware that these services are provided by LBCC, and, if I ever need it, I know how to acquire the help.

Against "Latino-only" Services

I have never taken advantage of using my nationality to further my education. I am not and never have been involved in any Latino clubs or services.

I'm not really sure. I'm content with services already. I'm not a major minority; I'm not on welfare; I'm not a teenage mother. I think if there are services for Latinos, there should be services for all races including the one that lately is most forgotten (white, Caucasian, Anglo-Saxon) whatever that aren't black, Latino, purple, Vietnamese, etc. A lot of times when entering college (or universities) the "white" population is turned down from admission because they are white and minorities are needed for the so-called "quota." I'm not interested. I already think there's enough stuff for help in Latino education.

I do not think that it is rational to address some problems as Latino problems. If you are to do that, then as much must be done for every other nationality and no school has the funds for that.

Well, I do think that Latino students should have like clubs and bulletins and things like that, but I wouldn't want it to be so much that they become separated from the rest of the school. You know like I'm for like Latin or Hispanic pride or whatever, but it irritates me when it's like the only thing I hear. I wouldn't want to be singled out just because I'm Hispanic. It's important for all kinds of students to be able to adapt to other people, and I think that if Latinos are gonna have this or that, they should be available to other students also. I just don't want like a Latino this or an African American that and for it to separate the campus instead of brining it together.

I wasn't aware that Latino students were singled out for special services. Assistance in college should be offered to all with special needs.

I personally feel LBCC has excellent services to Latino students as it is. A little improvement would, of course, be good. But frankly I can't think of any specific ways without being unfair to other non-Latino groups.

Other Comments

I feel very strongly about having speakers and counselors available--to encourage us along the way. Especially for a woman such as myself in my 40's who was always told that it was not important for me to get an education, just as long as I could support my husband and keep a clean home I would be fine. I have received a lot of encouragement from friends. But to have counseling at school that was accessible during the down times when I doubted whether I could do this, or if it was important would have been very helpful.

It would be helpful if the Audio Lab could be opened longer hours in the afternoon.

Representatives. Someone to represent us

I think that LBCC could improve the campus' services to Latino students by having services only to Latino students that will help them time their college careers. I also believe that Latino clubs should be promoted as much as the Biology Club and other clubs. I think there should be special orientations for Latino students. I think that the Financial Aid Office should offer more services to Latinos and help them as much as other students. They should have Spanish speaking people in the Financial Aid Office and loan officers that also speak Spanish. I do believe that we are bad representative and that is the reason Latinos prefer not to come to LBCC.

A strong commitment to see that the students are able to complete a 4-year college education.

I have been here for a short time, so I really don't know. Right now, with the elections and Proposition 187, my family and I are receiving such negative and racist remarks from people who say they are not immigrants here. So anyway, it makes me feel like I don't belong anywhere and it is very hard for me to motivate myself when I don't feel good about who I am when racism hits me on the face. Sometimes I feel like I need to talk to someone who understands how I feel.

Additional comments regarding anything that has contributed to your success in college or any barriers you have faced.

Barriers - Personal

Financial aid has contributed in a very positive way; it's great to know that you can count on the support. My barriers are that is the first time I'm going to college, focus in a long term career, and it has been hard for me, because I don't know the right procedures to succeed without wasting time. I'm only going part time because of work, but eventually I might go full time. I don't think there is anything better than education, and I had always wanted to have my degree and I will have whatever it takes, but I need guidance which I haven't really got yet from counseling. They haven't been a very good help yet; hopefully they will. Thanks.

If there was a child care center on the LAC campus for children over 5, like when they're sick.

I have faced several barriers as well as successes, but fortunately they have not been at LBCC. Here at LBCC I find it different and one of my barriers has been the way in which some tests are given. Sometimes you study for some test really hard, because you think that it will cover what you thought or what the teacher told you to, but sometimes it turns out that it wasn't what you expected.

Motivation is a must. However the English language is becoming my big barrier.

The first barrier I faced with LBCC took place when I was a senior in high school. As a student at St. Joseph, I was in the honors program and earned a high GPA. When I took the assessment test to determine my class placement, I was pleased to learn I earned a perfect score on intermediate algebra but did not meet the reading proficiency for graduation. I was shocked at this and did not want to take the developmental reading class which was recommended to me. I asked one of the counselors who was present that day if the class was absolutely necessary and her reply was that if I wanted to succeed in college, I had better take it. Maybe the counselor just gave me the standard reply, but I was upset to receive such a one-sided reply. I knew I could succeed without the class and worked hard to accomplish it. I have since then completed various honors courses at LBCC, received recognition for an outstanding GPA, participated in various student activities and boards, and was awarded numerous honors for my extracurricular achievement.

In my college experience, I have noticed some favoritism over "white" students than Latino students among teachers. The reason I am here is for personal reasons. And I do hope LBCC would take in consideration my suggestions and plan to do something about these problems so that Latino students feel more welcome at LBCC. I also want to say that the reason I have not used any of the services is because they don't attract my ethnic background. They don't meet my needs but they do meet other students' needs.

I guess my biggest barrier here in LBCC my first semester I was here. I was so close of dropping out. I had no idea how college really was. I felt out of place in my classes. Everyone would talk so intellectual in class that I had no idea what they had just said. I was afraid to talk out loud in class, because of that I felt intimidated. It was an emotional ordeal I went through, whether or not I would be able to continue college. But thank God I stuck it out. But there should be a place where Latinos can orientate with one another, especially for future Latinos coming into the college system

A barrier that continues to affect my success in college is all the "red tape" that you must struggle with throughout your education. It is extremely frustrating to have to go from one office to another to get information and then to encounter persons there who have a "whatever" attitude about you or about the information that you're there to get. There should be easier access to Student Services. This should be our right as a student (as a tuition paying, or even better yet, an increased-tuition paying student).

Barriers - Financial.

Money is the most and biggest barrier for me. That's the main reason I'm in LBCC.

I think money, unfortunately, is always a factor. My first attempt at a college education 10 years ago was a failure because of money, or lack thereof. I did not have the luxury of living at home and not having to work. However, I do believe that had the motivation been there, money would have been less of a barrier.

I am so disappointed, because I am willing to continue my education, but I cannot receive any kind of financial aid, just because I am not a resident of this country, so the only help I can get is my tuition.

Barriers - Personal

I am about to graduate from LBCC after attending here for 29 years off and on. This is a dream come true for me; there have been many stumbling blocks, the largest one being that I never believed I could do this or that I was smart enough to earn a college degree. My family's beliefs were not encouraging, to say the least. Even now, my parents think I'm wasting my time and taking away from my own family's needs. But through the years, I have had friends and my husband's support encouraging me to continue. Many times I stopped taking classes for fear of not succeeding or failing in my endeavors to get a degree. Now I have a child in college and two in high school and one still in elementary school, and I can't tell them enough not to let anyone ever get in the way of their dreams. With persistence, hard work, determination and the love and encouragement of those close to you, you can make your dreams come true. I never believed this, nor did I ever in my wildest dreams think I could finish. I guess I'm not just "another dumb Mexican," as I was told many times throughout my life. Please always encourage everyone to try and they will finish.

I have faced barriers; I have no motivation from my family, and that really hurts. They act as if they don't care. I feel that if I had motivation from my family, that would motivate me to study and excel in school.

Contributions to Success at LBCC

During the time I spent at LBCC I encountered many factors that contributed to my development as a student. Those factors not necessarily were all good. But, if I am to assess the importance, I will say that overall I gained more than I lost. Plenty of good people who care for the student and know that is the student who actually pays their salary have made my college experience a good one. I am anxious to move up to the next level and begin to share my experience and knowledge. Long Beach City College gave me all I am and have, not that I did not have anything with me, but it brought out the best in me. Pedro Tepoz

Good instructors are the only ones who have contributed to my success. I have not experienced any major barriers.

I have had nothing but positive experiences at LBCC. Most of my instructors have shown great enthusiasm in their respective fields and an interest in my learning and understanding of the material presented in their classes. My instructors have been fair and considerate of my needs.

The English classes that I received have been very helpful, because, now, I can express my ideas with more security in myself, and understand others. The Child Development classes are also very important, because they help me to improve in my work area, being more effective in my work skills. I thank the College for helping me, especially my teachers, the Library Service, Counseling, and Financial Aid.

In the two years I have been here in LBCC, I have received a lot of help from all my instructors; but, there are two instructors that really have encouraged me: Dr. Bonnie Brinkman and Dr. Ron Dixon. They are behind my success in college, and they have helped me to maintain a positive attitude about college.

I have had my fair share of instructors while attending college. Some of them are very good in what they do in their chosen profession. I would like to take this opportunity to say the best instructor I have every had is your very own Dr. L. Gordon who instructs with relation, validity, strength, compassion and with confidence from being truly knowledgeable in her field of instruction! There was a time I felt like stopping school. But, I was inspired and will forever be due to this incredible lady! Raul R. Rodriguez

My hat goes off to the Department of Travel and Tourism. They all have helped me with my success. Without them, I could not have done it. I will take this time to thank the Financial Aid Office and the College Work Study Committee. They have given me a chance to prove to myself that I can overcome any obstacle that I feel my epilepsy puts in my way. I have learned to deal with noise, and how to accept it in a workplace. I think this is a big contribution to my life here at the College and elsewhere.

Contributions - Programs and Services

I am very glad that LBCC now is offering the Puente Program. I am very glad for being able to take part in it. I hope that in the future you could offer an extra class for the Puente Program, since I have many friends that were not able to get in since Puente only could take 30 students. Also exists the problem of classes availability in the two campuses, since PCC does not have much G.E. classes, and LAC does not have much ESL classes. I personally had to drive back and forth every day for two semesters, spending at least one hour of valuable study time plus gasoline. The biggest problem is for the ESL students that do not own a car. The cuts of funds from the Government should be in everything else, but not in EDUCATION. Education is the future of the Country. Thank you for understanding that we need special help.

I like that there is financial aid for me. It would be impossible for me to attend college without it.

The Financial Aid services have been of great help to me as far as my success in college is concerned. At first I was intimidated by all the paper work, but the counselors at the Financial Aid Office have been extremely patient and helpful. I also found the Tutoring Services that are provided in the library help me get through my math courses at a faster rate. Overall, the Financial Aid and Tutoring Service have really helped me attain my goals in college and for that I am extremely thankful. I have not used many of the resources this school provides. I am returning to school after graduating high school in 1980. This has been a somewhat difficult transition financially, but I am prepared to overcome this

Contributions - Personal

My success now in college is mainly due to the fact that I have been out in the real world working or trying to make a living. I have come to realize that money does not buy happiness. I don't want to go through life working at something that is not rewarding.

Nevertheless, my success now is due to motivation. I know what I want and I know what it will take to achieve my goals. Of course, it hasn't hurt me that I have the money and support now that I don't have to work and I can concentrate on my studies. Also, I look at things differently now. To me, education is a tremendous privilege--so learning is interesting and fascinating ; thus, the good grades are easier to achieve. I look around in my classes at these 18-19 year olds, and it's apparent that they are there because they have to be. It's more difficult to learn when the interest is not there. I am fortunate!

Other Comments

I will complete my college education. I have no doubt. It's just a matter of what my g.p.a. is going to be. I'm striving for the top. Like I said before, I am very determined. I believe an excellent support and guidance program programs for Latinos, veterans, and adults will enrich the school's atmosphere and make LBCC a better and much more attractive campus. Thanks!

Make Vet Programs at both campuses (not just PCC).

I know that the majority of Latino students are either not interested in college due to non-involvement and no role models or financial difficulties and misconceptions. I hope that in the future something can be done to encourage the Latino race.

I would like to have a social club for Hispanics and others where we can get to know each other and do community service and be recognized, but with not too much politics. I have been involved in a social service club, but we need other students to know about it and join it.

I have done well in college except for the minor exception of teachers who have teaching credentials which are expired! (Or at least who teach like it!)

I first entered the University of California at Los Angeles in the Fall of 1988, but, due to several factors, my academic performance was poor and therefore I was dismissed in 1990. I am now attempting to "fine-tune" my study skills and fulfill some of my general education requirements so that I can transfer back to UCLA and obtain my Bachelor's Degree in Sociology. I feel that my unfamiliarity with college life and the fact that I was the first person in my family to attend college led to my feelings of isolation and to the ultimate dismissal from UCLA. I now feel that I am more prepared to stand on my own and am determined to succeed in college.

My education at LBCC has been a great joy. I like all my instructors. I understand them and that makes it fun to learn. I would like to see that earlier morning classes be put in our schedule. It is sometimes hard to fix my school schedule with my work schedule, because classes end a little too late. Transportation is sometimes a problem for me. I take the Long Beach Transit to and from school, and it is so hard for me to get to work on time, because the bus passes about 30-40 minutes apart. I sometimes have to leave class early to get to work on time. I'm really grateful to EOPS for giving me help with both money and counselors.

I do think that some ESL classes should be available at the LAC campus. Also, with the Puente Program. I, well, I kind of saw how they were trying to help, but I also felt like just because I am Hispanic, less was expected of me. Not only like other people, like white America or whatever, but like the instructors in the course were also. I don't know. Maybe I'm wrong. At least I hope I am. 'Cause if even the instructors that are supposed to be helping you expect less, they're really no help.

I have faced many barriers during the school year, but my goal to succeed is always there, because the certificate that I am going to get is leading into a well paying job. I really don't know what else can I say other that when I need it, somebody to talk to, I always had a friend, and that helps me a lot. So I thank everyone in college for helping me be successful in college.

I am a C.W.S. student at the Financial Aid Office, PCC campus. Working here has helped me to deal with students and their problems going to college, problems with Admissions (especially Hispanic students) and the difficulties that a second language brings when trying to make it in a foreign country. I was an ESL student here at LBCC, and I know how difficult it is to try to succeed, dealing with students gave me a more conscious point of view of my goals. I'm facing right now a problem with a class (Psychology) that I completed in a out-of-state college (4 year private college) and LBCC does not want to accept it as an equivalent class to the one I took. I would appreciate it if you could help me. This is the last class I need to complete my AA degree at LBCC.

I wouldn't have been able to be motivated in school if I didn't have a goal, or better yet, I like to say a "dream." A dream to become successful and educated. But in order to achieve this dream, you must have role models, or terrific parents. I've fortunately, very fortunately had both. But many young people don't have either! So students such as myself have a responsibility to return to our community and help out the ones that need it!

The minorities shouldn't really be separated as much. Just as many other minorities have the same troubles. Why separate them and later add difficulties in society, campus, and otherwise?